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ABSTRACT

High quality training is necessary to ensure that early childhood and child care practitioners are equipped to meet the diverse needs of the children and families they serve. This book presents the professional development partnership model of The Center for Career Development in Early Care and Education, a strategy to build a comprehensive career development system and to support collaboration between different kinds of services. The book is designed as a resource guide to enable others to replicate collaborative approaches, and includes profiles of 23 professional development partnerships in 19 states. The book describes the key benefits of working together, provides tips on how to form partnerships, discusses a model illustrating the partnership process, and contains resource materials. Appended is an overview of professional development milestones in the early childhood field, a list of advisory group members, and state contacts for Head Start collaboration initiatives. Contains 13 references. (KB)

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# Learning and Growing Together:

## *Head Start and Child Care Professional Development Partnerships*

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# Learning and Growing Together

## *Head Start and Child Care Professional Development Partnerships*

**By Kimberly Elliott and Anita Vestal**

The Center for Career Development
in Early Care and Education
at Wheelock College

## About The Center for Career Development in Early Care and Education at Wheelock College

Founded in 1888, Wheelock College is an internationally recognized institution whose mission is to improve the quality of life for all children and their families through a clearly defined focus on early childhood education and social service. Consistent with its original mission—to serve the needs of children and their families—the College offers undergraduate and graduate programs leading to careers and leadership roles in teaching, social work, and child life (preparing to work with children in health care settings).

Established in 1991 at Wheelock College, The Center for Career Development in Early Care and Education (The Center) strives to improve the quality of early care and education for young children by creating access to a career and leadership development system for providers in Head Start, preschool, child care centers, family child care homes, and out-of-school programs. The multifaceted activities of The Center are designed to help improve and change the systems of training that now exist. Current major activities and initiatives of The Center include: the Advanced Seminars in Child Care Administration (week-long seminars at Wheelock and in field locations nationally); technical assistance to enable groups of individual stakeholders in states and communities to create training and career development systems; policy research and writing regarding training, child care regulations, and higher education policy; Taking the Lead: Investing in Early Childhood Leadership for the 21st Century, a national leadership initiative to strengthen, increase, and diversify the pool of early childhood leaders; and collaborative efforts, consultation, materials collection, and report writing in areas related to training and career development.

This report was prepared by The Center for Career Development in Early Care and Education at Wheelock College, Boston, Massachusetts. Support for this activity was provided by Pal-Tech, Inc., Arlington, Virginia under Contract No. 105-96-2010 with the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services.

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**DEPARTMENT OF HEALTH & HUMAN SERVICES**

**Administration for Children and Families**
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D.C. 20201

June, 1998

Dear Colleagues:

As Head Start enters the 21st century, we are working hard to improve program quality, serve more children, and provide more full-day, full-year services for families who are employed or moving from welfare to work. A major strategy for reaching these goals is to build partnerships with other child care and early childhood programs and resources. Accordingly, the Head Start Bureau was delighted to join with the Center for Career Development in Early Care and Education to create this resource guide on collaborative efforts in early childhood training and career development.

Based on the exciting models in this report, I expect to see more Head Start programs and training and technical assistance providers reaching out to collaborate in professional development initiatives with other segments of the early childhood community. The benefits to joining forces are clear: better use of limited training resources; better quality training for more staff; more coherent career development pathways across types of programs; and more effective collective efforts to improve public policies, funding, and higher education offerings for early childhood professionals. Moreover, convening to partner around training and professional development can build the foundation for more substantial operational and fiscal cooperative ventures.

Head Start has much to contribute to and much to gain from working with other programs, leaders, and providers who serve young children and their families. I hope that Learning and Growing Together will stimulate even more effective and far-reaching collaborations to support, improve and honor the daily work of staff and providers in all forms of early care and education.

Sincerely,

Helen H. Taylor

Helen H. Taylor
Associate Commissioner
Head Start Bureau

## Acknowledgments

Like the partnerships described in the pages that follow, this report would not have been possible without the combined efforts and talents of a diverse group of people who are devoted to quality care for all children. First, the authors would like to thank Associate Commissioner Helen Taylor, Tom Schultz, JoAn Herren, and others at the Head Start Bureau for their vision, support, and eagerness to explore the timely and important issue of professional development partnerships in the early childhood field. This report would never have been written without their foresight, guidance, and commitment to partnerships. The authors would also like to thank all of those who participated in the Professional Development Partnership Study: the Head Start Training and Technical Assistance network, the Head Start State Collaboration Offices, the ACF Regional Offices, the State Head Start Association Presidents, State Early Childhood Professional Development Initiatives, and all of the initiatives nominated to be profiled in this report.

Special thanks are due to those individuals who gave generously of their time to be interviewed and provided information about the professional development partnerships profiled in this report: Ruth Ann Ball, Cynthia Beal, Donna Bulbulia, Ivory Conley, Rhonda Denning, Teresa Denton, Buffie Engstrom, Lori Evans, Kathy Flanagan, Dell Ford, Maureen P. Hart, Rosemary Hayward, Susan Kavanaugh, Sandy Kolb, Roberta Malavenda, Lyn Martin, S. Marie McCarther, Phyllis McGinty, Patricia Monson, Frances Moore, Debra C. Pinger, Lois Polhemus, Anne Quinn, Chris Webster Reid, Lois Sexton, Ruth Singer, Tammie Spears, Earl Thomas, Wanda Westberry, Chad P. Wick, and Lyn Zembrod.

Throughout the study and writing of this report, a project Advisory Group helped to guide and inform our work. John Bancroft, Carrie Cheek, Frances Collins, Marcia Corr, Gayle Cunningham, Alfredo Flores, Dell Ford, Yolanda Garcia, Rebecca Gorton, Sarah Greene, JoAn Herren, Helen Keith, Billie Osborne-Fears, Nicole Oxendine Poersch, Connie Jo Smith, Patsy Thomas, and Jane Wiechel participated in teleconferences to provide input about what information this report should cover and the types of initiatives that should be profiled. The perspectives and advice of this group were extremely useful throughout the study, and we greatly appreciate their shared insights and level of investment in this project.

Gwen Chance, Frances Collins, Dell Ford, Yolanda Garcia, Jeff Fredericks, Rebecca Gorton, Sarah Greene, JoAn Herren, Maggie Holmes, Joan Lombardi, Victoria Marchand, Anne Mitchell, and Louise Stoney reviewed multiple drafts and strengthened this report significantly with their comments. Throughout the review process, the report benefited from the keen editorial eye of Tom Schultz. Marci Andrews, of Center for the Child Care Workforce, was tireless in answering questions and providing vital information for the report. We thank all of these busy individuals for their contributions to *Learning and Growing Together.*

Thanks are also due to Cecelia Alvarado, Sheri Azer, Marla Blair, Michelle Byrd, Joan Costley, Alexa Del Greco, Darnae Eldred, Azra Farrell, Nicole Gaudet, Andrea Genser, Paulette Johnson, Gwen Morgan, and Martha Oesch of The Center for Career Development in Early Care and Education at Wheelock College who all played vital roles in conceptualizing, editing, and helping to shape this report. The full support of Wheelock College President Marjorie Bakken, and the inspiring work of our many colleagues at the college, strengthen and sustain all of the work of The Center.

Finally, we would like to acknowledge the dedication and creativity of the many collaborative efforts across the country that are joining forces to maximize their resources and work in concert to improve the lives of young children and their families. The paths to collaboration are rarely smooth, and we thank you all for your commitment to partnering to improve the quality of early childhood services. It is our hope that the children in programs are the direct beneficiaries.

# Table of Contents

A Letter from Helen Taylor, Associate Commissioner, Head Start Bureau . . . iii

Acknowledgments . . . v

1 Shared Challenges, Shared Missions . . . 3

2 The Fruits of Learning and Growing Together: Key Benefits of Professional Development Partnerships . . . 17

3 Growing Head Start and Child Care Professional Development Partnerships . . . 31

4 Profiles of Professional Development Partnerships . . . 42

- Statewide Career Development and Service Delivery Systems Initiatives, 43
- Community Training Initiatives Linked to State Career Development Efforts, 61
- Statewide Training Initiatives, 71
- Multi-Area Training Initiatives, 85
- Community-Based Training Initiatives, 103

5 Appendix . . . 119

- A. Elements and Advantages of Early Childhood Professional Development Systems, 123
- B. A Brief Overview of Professional Development Milestones in the Early Childhood Field, 127
- C. Advisory Group Members, 131
- D. The Head Start Bureau Training and Technical Assistance System, 135
- E. Nominations Received, 143
- F. State-by-State Contacts for Head Start Collaboration Offices and State Career Development Initiatives, 151
- References, 167

# 1

# *Shared Challenges, Shared Missions*

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# 1 Shared Challenges, Shared Missions

This report is about the benefits of professional development[1] partnerships between Head Start programs and other early childhood[2] services. It conveys exciting, innovative examples from 19 states and communities that illustrate how groups of diverse partners are working together to strengthen the early childhood work force through training. These partnerships often lead to further collaborations that improve the quality of services for children and families.

In this report, we introduce professional development partnership models and strategies that are designed to help providers[3], programs, early childhood organizations, and leaders work together in this important area. To lay the groundwork for presenting these models and strategies, we first present some background on issues and trends that are central to the early childhood community.

During the past 30 years, family life in the United States has altered tremendously as far more women, including mothers of young children, are entering and remaining in the work force. More recently, welfare reform is bringing a need for fresh approaches to training and transition assistance to enable more citizens to enter the work force. Over time, a "forest" of services – with new growth occurring all the time – has sprouted up to meet these changing needs of children and families.

Early care and education is at the heart of the forest – central to families, the business community, and successful welfare reform. One of the fastest growing "service trees" in the forest, its many branches – including child care centers, Head Start programs, nursery schools, preschool programs, family child care homes, out-of-school time programs, child care resource and referral agencies (CCR&Rs), and much more – support our country's present and future work force. Every day, approximately five million children utilize some form of early childhood service. In Head Start alone, a total of 793,809 children were enrolled in approximately 1,456 programs across the country in 1997 (Head Start Bureau, 1998). Moving rapidly from branch to branch, children from the same family are often enrolled in several different forms of early childhood services at the same time.

[1] *Preparation and continuing education that enables members of the field to develop knowledge and skills that improve performance in current roles and/or equip them to move, either vertically or laterally, into other roles. Professional development is also known as "career development."*

[2] *We use the terms* **early childhood** *and* **early care and education** *to mean all types of education and care for children from birth through age five and programs for school-age children during out-of-school time programs. Head Start is included in this definition. When we must single Head Start out, we use* **child care** *to denote all other early childhood services.*

[3] *We use the terms* **provider**, **early care and education provider**, **center-based provider**, **Head Start provider**, **and family child care provider** *to describe early childhood professionals who work with young children.*

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As neighboring branches, all early childhood programs share the mission of ensuring that young children have the best possible start in life. They share the challenge of providing early care and education services that meet the growing needs of young children and their families. They share similar problems that impede the delivery of quality services. They also share a connection with a strong and growing base of research.

Since the late 1980's, a steady stream of studies have identified some of the key elements of a quality program that ensure the well-being and learning potential of young children (Center for the Future of Children, The David and Lucile Packard Foundation, 1996; Copple, 1991; Cost, Quality, and Child Outcomes Study Team, 1995; Galinsky, Howes, & Kontos, 1995; Galinsky, Howes, Kontos, & Shinn, 1994; Howes, Smith, & Galinsky, 1995; Kisker, Hofferth, Phillips, & Farquhar, 1991; Morgan, Azer, Costley, Genser, Goodman, Lombardi, & McGimsey, 1993; Whitebook, Howes, & Phillips, 1989). These studies have also highlighted the problems that all early childhood programs experience and that threaten young children's healthy physical, emotional, and intellectual development.

Chief among these problems are a series of interconnected deficits in the preparation, support, and compensation of providers who work in these important programs. For example, among their findings and recommendations, these studies:

- linked staff and provider training with program quality and child outcomes, but revealed that overall levels of training are low due to a lack of incentives and the absence of a coherent professional development system;
- established the importance of stable relationships between providers and young children, but documented high rates of staff turnover (upwards of 30-40% in child care centers) due to very low levels of compensation in the early childhood field; and
- identified the need for increased investment in professional development and compensation for providers in order to build a more skilled, stable, and effective work force to serve young children and their families.

To zero in on just one of these strands of research, studies underscored the fact that all of those who work with young children struggle with wages that are low compared to other members of our nation's work force. In 1997, data from the United States Department of Labor, Bureau of Labor Statistics' Office of Current Employment Analysis population survey showed that the national annual median salary for a family child care provider was only $5,775. In 1996, data from the United States Department of Labor, Bureau of Labor Statistics' Occupational Employment Statistics survey indicated that the national annual median salary for a "preschool teacher" was $13,650 ($10,710 for center "child care workers"[4]). It is instructive to compare the national annual median salaries of baggage porters ($9,870), and parking lot attendants ($11,165), with these figures (Center for the Child Care Workforce, 1998).[5] In the same year, the national average annual salary for a Head Start teacher was $17,800, and the average annual Head Start teacher aide salary was $11,200 (Head Start Bureau, 1998). However, Head Start providers are also underpaid compared to workers with similar levels of education in other occupations.

Based on this research, and with the increasing awareness of the pay-off of early childhood programs, the issue of professional development for early care and education providers has gained prominence nationally. In the face of limited resources, all early childhood service branches share the challenge of supporting the professional development of thousands of current staff members, as well as bringing in new providers.

## Improving the Quality of Early Childhood Services through Professional Development

In recent years, leadership efforts in Head Start and an array of other early childhood programs and institutions have led to improvements in the crucial area of training and career development.

Since its establishment in 1965, Head Start has demonstrated its commitment to enabling providers to learn and grow through training and professional development. Head Start's resolute and continuous investment in this kind of professional development has yielded clear and dramatic results. In every region of the United States, we can identify leaders who worked their way up Head Start's career ladder from entry-level roles to positions as agency managers, program directors, component coordinators, trainers, and national Head Start Bureau officials, as well as contributing as dynamic community leaders and effective advocates.

As part of its commitment to diversity, and parent and community

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[4] *The categories of the Occupational Employment Statistics (OES) program, based in the United States Department of Labor's Bureau of Labor Statistics, create a misleading division of the child care work force into "preschool teachers" and "child care workers." A preschool teacher is defined as a person who instructs children (normally up to five years of age), in a preschool program, day care center, or other child development facility, in activities designed to promote social, physical, and intellectual growth in preparation for elementary school. A child care worker is defined as a person who performs such duties as dressing, feeding, bathing, and overseeing play. Employees of out-of-school time programs may be included in the "child care worker" category, or in other categories such as "teachers' aides," which also includes K-12 classroom assistants and aides.*

[5] *The figures for family child care providers, "preschool teachers," "child care workers," baggage porters, and parking lot attendants are based on multiplying a median hourly wage by a 35-hour, 50-week work year.*

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involvement, Head Start has always placed great emphasis on building staffs that include individuals from within the community. Often, new staff members are current or former Head Start parents who showed strong interest in work with young children while they were volunteering in their own child's classroom. More than 30% of current Head Start staff members are former parents (Head Start Bureau, 1998).

Head Start has consistently furthered the education and credentialing of new and seasoned Head Start staff, providing them with opportunities to advance to positions of greater skill and responsibility. Head Start programs create comprehensive training plans based on the career goals and training needs of individual providers. In addition to training offered on-site at Head Start agencies, staff members can participate in additional workshops or college courses to meet their individual training needs and progress towards associate's and bachelor's degrees. Head Start also played a key leadership role in establishing the Child Development Associate (CDA) credential[6] for early childhood teachers and now requires all classrooms to include a CDA-certified staff member.

Head Start has also invested steadily in improving staff compensation and fringe benefits. For example, average salaries for teachers increased from $14,600 in 1992 to approximately $17,800 in 1997, the proportion of Head Start agencies providing retirement benefits increased by 24%, and virtually all Head Start grantees now offer health insurance benefits (Head Start Bureau, 1998). Currently, a total of 2% of Head Start's overall budget is earmarked for training and technical assistance purposes. Finally, in the last two years, the Head Start Bureau has awarded a series of special grants to stimulate state and community partnerships in professional development through its network of Head Start State Collaboration Offices.

Similarly, in the early childhood field as a whole, a convergence of factors created a new infusion of interest in professional development activity. In the early 1990's:

- A number of national foundations shared heightened interest in the importance of the early childhood years and the training of early care and education providers.
- Employers began to emphasize quality and to support quality initiatives.
- The federal government made funds available for quality improvements, including training, through the Child Care and

[6] *A federally funded early childhood credential administered by the Council for Early Childhood Professional Recognition*

Development Block Grant (CCDBG).

- New organizations and initiatives that focus on different aspects of early childhood professional development and advocacy work were established.
- Research reports identified the personnel, training, and compensation issues the early childhoold field faces, documented them, and suggested solutions.
- Accreditation initiatives that focus on center-based early care and education, family child care, and school-age care were developed and are being seen as important quality improvement strategies.
- Most recently, initiatives out of the White House are giving visibility to provider training, recognition, and compensation issues.

Groups in more than 40 states have built on this momentum and are now working to create clearer, accessible pathways to training and professional development. The core of their work consists of creating:

- training that is sequenced and builds upon prior learning, relates to the multiple roles in the field, is accessible and appropriate to adult learners and their diverse needs, has appropriate content, and moves members of the field along a continuum to achieve advanced degrees;
- effective quality controls for training;
- recognition and increased compensation; and
- expanded and coordinated financing of training.

These comprehensive professional development system efforts have the goal of linking career opportunities across agencies to benefit providers who work in all programs and settings (e.g., Head Start, prekindergarten, family child care*) and are an effective strategy to improve the quality of early childhood services for children and families. (A summary of the elements and advantages of well-developed early childhood professional development systems is included in Appendix A. A brief overview of milestones in early childhood professional development appears in Appendix B.)

In spite of these advances, new issues steadily arise and old problems remain stubbornly rooted. All early childhood service branches are

*Many of these state system efforts also include out-of-school time providers.*

contending with the need to reshape and grow rapidly to keep pace with the changing needs of families and respond to the impact of welfare reform. Head Start agencies are expanding to serve more infants and toddlers, providing more full-day, full-year services, and partnering in new ways with other community agencies. Other early childhood service branches are finding new ways to be family friendly, integrate services, and reach out to learn from other branches. All branches are striving for higher levels of success in preparing children for school and enabling parents to enter and remain in the world of work.

## Benefits of Professional Development Partnerships

**Professional development partnerships enable participants to:**

- identify new allies, strengths, and solutions;
- develop indepth understandings of the needs, goals, missions, and values of others serving children and families;
- utilize limited resources more effectively;
- provide higher quality, more accessible training;
- connect providers of services for children and families, thereby reducing isolation;
- build relationships that lay the groundwork for deeper collaboration;
- enhance communitywide collaboration on behalf of children and families—going beyond initial professional development goals (e.g., creating parent resource libraries, communitywide health fairs, developmental screening);
- impact policies and systems that effect young children due to the broader representation and the partners at the table; and
- achieve greater success in tackling complex issues (e.g., increased compensation linked with increased training; articulation of college courses and community training initiatives; providing training in multiple languages and use of distance technology).

At the same time that all branches are modifying their services, the formidable task of supporting, improving the effectiveness of, and retaining the work force remains. Although gains have been made in improving compensation for providers, wages are still low for all of those who work in the field (The Center for the Child Care Workforce, 1998). Whitebook (1995) found that Head Start providers still earn substantially less than workers with similar levels of education in other occupations. More and better professional development opportunities are needed, and much of the field also struggles with the related issues of minimal regulatory requirements and financing.

The lack of a systemic approach to overcome these issues, combined with the need to grow and adapt quickly, impacts all early childhood service branches. Changes in modes of service and heightened expectations for excellence require all branches to invest in new forms of professional development. Professional development partnerships enable participants to surmount problems or achieve goals that are larger than any one partner could contend with or accomplish alone.

## The Professional Development Partnership Study

Given the importance of professional development for all of the early childhood service branches, in late 1996, the Head Start Bureau contracted with The Center for Career Development in Early Care and Education at Wheelock College (The Center) to identify and describe initiatives in which Head Start and other members of the early childhood community have joined together to offer professional development, education, or training for early care and education providers. *The Professional Development Partnership Study* reflects common interests and commitments of The Center and the Head Start Bureau.

For the past six years, The Center has worked with more than 30 states in the area of statewide planning for professional development and infrastructure to meet the career development needs of providers as a route to quality for children and families. The Center's work across the United States has reinforced what we already knew to be true: Head Start is an essential player in state and local professional development efforts. The Center viewed the *Professional Development Partnership Study* as an opportunity to learn more about Head Start resources and leaders and maximize collaborative opportunities.

At the same time, the Head Start Bureau is moving in the direction of encouraging stronger partnerships with other early childhood agencies, providers, and funding streams. When the *Professional Development Partnership Study* was planned, the Bureau was in the midst of launching a restructured training and technical assistance system that has a greater emphasis on helping Head Start programs work in effective partnerships. As a result, the Bureau was interested in the study's potential to explore the field, identify existing collaborative efforts in professional development, and provide illustrations and guidance for the field about the benefits of such partnerships.

## Methodology

The Center hired a consultant to carry out the major activities of the study under the guidance of The Center's Technical Assistance staff. The consultant began work on the project in late February 1997 by designing and distributing a Nomination Form. At the same time, an Advisory Group was formed and information about the project was disseminated to the members (see Appendix C for a list of Advisory Group members).

The Nomination Forms, along with information about the study, were sent to the Head Start Training and Technical Assistance network, the Head Start State Collaboration Offices, the Administration for Children and Families (ACF) Regional Offices, State Head Start Association Presidents, and the Advisory Group. At the time of this study, the Head Start Training and Technical Assistance Network consisted of the Technical Assistance Support Centers (TASC's), the Resource Access Projects (RAP's), and the Head Start Teaching Centers. The new system of Quality Improvement Centers began operation in October 1997 and is described in Appendix D.

In all, close to 100 nominations were received from 34 states including the District of Columbia. Staff then conducted extensive telephone interviews with the initiatives that most closely matched the criteria for selection. The information gathered from written materials and the interviews was then formatted into profile charts, which were circulated to the Advisory Group and staff at The Center. Each initiative profile chart was also sent to that initiative's contact person and interviewees for fact checking (a list of all the nominations received is included in Appendix E).

### Criteria for Selection

As Nomination Forms were received, the consultant responded with a request for information to help determine if the nomination met the following criteria:

- The initiative delivers professional development, training, or education for early care and education providers.
- The initiative involves Head Start and one or more other partners in the early childhood community.
- Head Start and the other early childhood program(s) or sector(s) are partners in the planning, implementation, and financial support of the initiative.

### The Partnerships

Of the nominations received, 23 programs in 19 states were selected to be studied in detail and profiled for this report. There were a great many excellent partnerships among the nominations received (and probably many more of which we are unaware), and we chose a representative sample that most closely matched the criteria for selection.

We classified the partnerships into five basic categories:

- Statewide Career Development and Service Delivery Systems Initiatives
- Community Training Initiatives Linked to State Career Development Efforts
- Statewide Training Initiatives
- Multi-Area Training Initiatives
- Community-Based Training Initiatives

In the table on page 11, we present the 23 programs organized by category and, within each category, by state.

| CATEGORY | INITIATIVES |
|---|---|
| **Statewide Career Development and Service Delivery Systems Initiatives** | **NY:** New York State Early Childhood Career Development Initiative |
| | **OK:** Oklahoma Early Childhood Career Development 2000: Weaving a Vision for the Training and Education of the Early Childhood Profession |
| | **OR:** Forging the Link |
| | **TX:** Texas Head Start State Collaboration Project Office |
| | **WA:** Washington State Child Care Coordinating Council, Professional Development Subcommittee |
| **Community Training Initiatives Linked to State Career Development Efforts** | **NY:** Washington County Partners in Change |
| | **OR:** Wallowa County Community Strategy Team/Forging the Link |
| **Statewide Training Initiatives** | **KS:** Kansas Head Start Collaboration Interactive TV |
| | **OH:** Winning Teams Project for Young Children: Parents and Professionals Learning Together Through Technology |
| | **SD:** South Dakota Infant Toddler Child Care Initiative |
| | **WV:** West Virginia Apprenticeship for Child Development Specialist Program |
| **Multi-Area Training Initiatives** | **GA:** DeKalb County Early Head Start Network |
| | **MA:** Lawrence, Methuen, Andover, and North Andover Community Partnerships for Children |
| | **MO:** Forum for Early Childhood Organization and Leadership Development (multi-state) |
| | **NE:** Mid-Plains, South Central, and South West Early Childhood Education Coalition |
| | **NM:** Western New Mexico Early Childhood Training Coalition |
| | **NC:** Macon Program for Progress New Horizons Training Center |
| **Community-Based Training Initiatives** | **AR:** West Campus Technical Center |
| | **CA:** Sacramento Employment and Training Head Start |
| | **FL:** Adopt a Preschool Project |
| | **MT:** Bi-Level Early Childhood Care and Education Practitioner Training |
| | **TX:** Connections for Early Childhood |
| | **WA:** Puget Sound Educational Service District, Head Start Family Child Care |

These partnerships are quite diverse, have many different goals and priorities, and operate in a variety of ways. In some, Head Start takes a lead role. In others, partners share leadership responsibilities. Occasionally, another member of the "forest of services" leads the way.

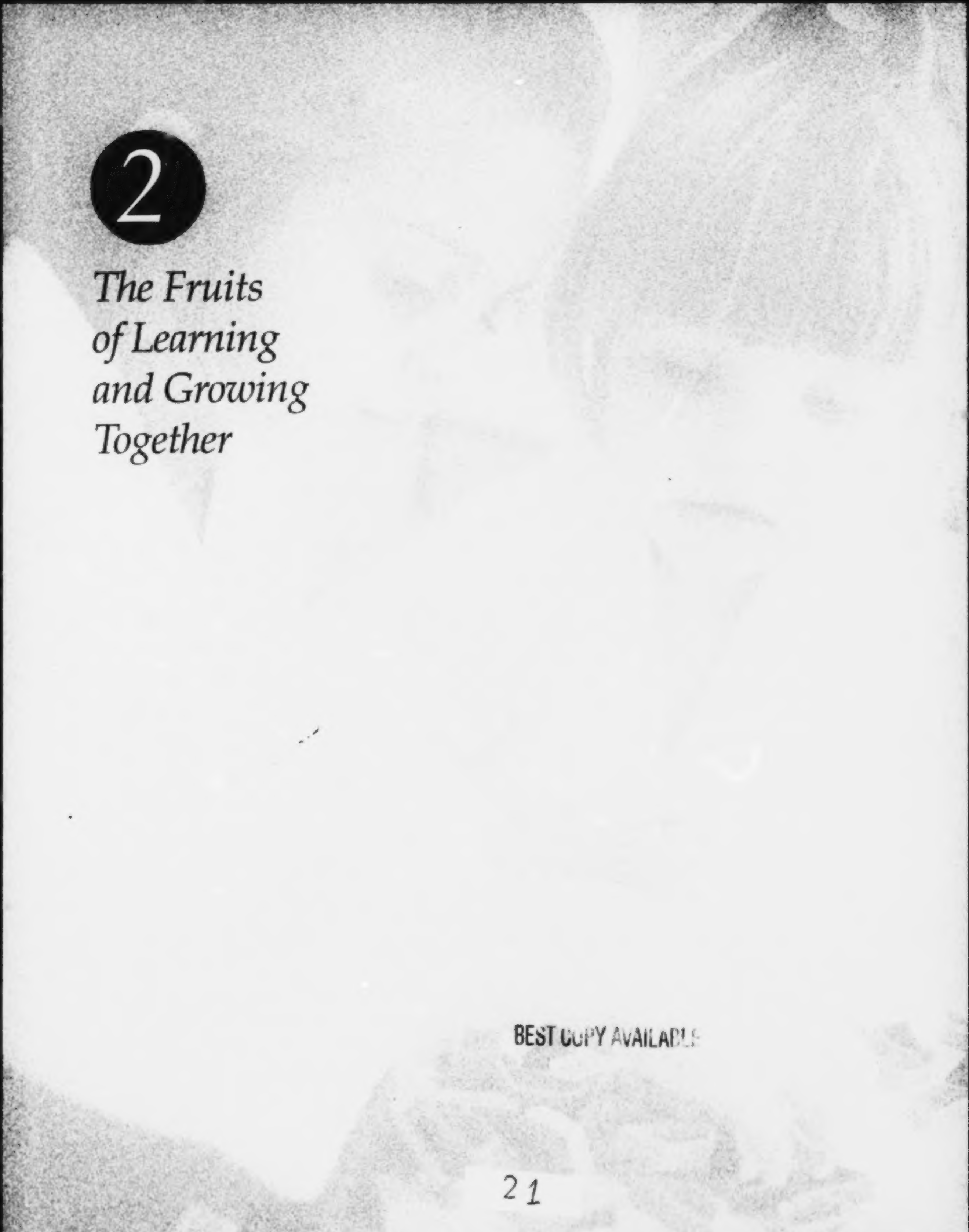
The partnerships range from newly-funded programs in the planning stage to initiatives that can reflect on many years of challenges and accomplishments. We found partnerships in which collaborators share existing resources and discovered some where joining forces has brought in new funds. Some of the partnerships utilize new technologies. Training audiences targeted by partnerships range from "front-line" staff, providers, and administrators to high school students and parents.

A profile of each of the partnerships is included in Section 4 on pages 42-118. These profiles provide detailed information, including people to contact, for those seeking to learn more about the specific steps involved in forging professional development partnerships.

In the next section, we identify, and give "real-life" examples of, some key benefits of professional development partnerships that emerged across the programs we studied.

## Who Participates in Professional Development Partnerships?

- Head Start providers (including early Head Start, Native Head Start, and migrant programs)
- Head Start: Members of the Head Start Training and TA network and State Collaboration Offices
- Child Care Resource and Referral Agencies and state networks
- Others providing early childhood/out-of-school time services, including: child care providers in centers (for profit and nonprofit) and family child care homes, public school prekindergarten programs, military child care programs, and early intervention programs, in all locations and auspices
- Higher education institutions, including: two- and four-year colleges, public and private institutions, Tribal and Historically Black Colleges
- Family Resource Centers
- Public schools at all levels: State Departments of Education, school districts, superintendents and principals, Parent Teacher Associations (PTAs)
- Parents
- Community agencies and groups, including: human service agencies, Council on Child Abuse, public libraries, American Red Cross, Community Action Agencies, Community Development Organizations, United Way
- Statewide organizations and entities, including: Cooperative Extension, early childhood coalitions and organizations
- Provider associations, including: local chapters of National Association for the Education of Young Children (NAEYC), National Black Child Development Institute (NBCDI), National School-Age Care Association (NSACA), National Head Start Association (NHSA), National Association of Family Child Care (NAFCC), National Education Association (NEA), statewide early childhood career development groups
- State, regional, and city/community government entities, including: block grant administrators, Human Resource Departments, Job Training Offices, Welfare/Transitional Assistance, Regional ACF Offices, Department of Labor Regional Offices, Bureau of Apprenticeship and Training
- Medical institutions
- Federal military bases
- Unions
- And many, many more



# 2

# *The Fruits of Learning and Growing Together*

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# 2 The Fruits of Learning and Growing Together: Key Benefits of Professional Development Partnerships

Professional development partnerships that foster the sharing of information, resources, and practices "across branches" of the early childhood delivery system strengthen not only each individual branch, but the entire "service tree." In venturing outside of familiar territory, members of partnerships identify new allies, strengths, and solutions. Together, they evolve innovative approaches to professional development that enable all members of the early childhood field to learn and grow together.

> "...partnerships (between child care and Head Start) have been able to discover mutual benefits, establish trust, and overcome the reluctance to share resources and decision-making. Partners have also shown that it is possible to coordinate resources, satisfy the requirements associated with multiple funding streams, and enhance the quality of services for children and families."
>
> *Working Together for Children: Head Start and Child Care Partnerships*
> by Nicole Oxendine Poersch and Helen Blank

Good things happen when the different branches of early childhood services combine their efforts, reach out to neighboring members of the "forest of services," and even involve interested parties outside the "forest." Members of partnerships enjoy a great sense of collegiality and develop an in-depth understanding of each other's needs, goals, missions, and values. Resources are used more effectively, higher quality training is offered, and access to training increases. The risk of spending valuable time and resources on "reinventing the wheel" decreases, and sequencing of training becomes more consistent across programs.

Finally, when early childhood service branches join forces, they all have important roles to play in influencing the content and quality of professional development systems as they are built in states and communities. Partners develop an overview of all services that helps them create career paths that crisscross different programs and promote professionalism in the field. Partnerships can pave the way to continued collaboration and the building of comprehensive professional development systems.

In reviewing the profiles that follow in Section 4, many of these benefits are visible. In this section, we have chosen to focus on several key benefits, including:

- efficiently utilizing and improving access to funding;
- learning from one another;
- improving access to quality training; and
- influencing early childhood policy and systems.

### Efficiently Utilizing and Improving Access to Funding

In this section, we provide a brief outline of some of the sources of funding partnerships have accessed. Next, we give examples of the ways in which partnerships enable participants to efficiently utilize resources and gain access to new resources and funding sources.

#### Sources of Funding the Partnerships Access

The 23 partnerships have demonstrated considerable ingenuity in strengthening their work by pooling funds from state, federal, local, business, and foundation sources and in generating additional resources. Various partnerships are garnering resources from:

> "To merge the disciplines and work across sectors is really the beacon for the year 2000. Isolated discrete sectors are not going to survive."
>
> S. Marie McCarther, Director of the Forum for Early Childhood Organization and Leadership Development, Kansas City, MO

- nationally-funded foundation initiatives (e.g., *Partners in Change* and *Forging the Link*) or foundation funds (e.g., South Dakota Infant Toddler Child Care Initiative, Forum for Early Childhood Organization and Leadership Development at the University of Missouri-Kansas City);
- state funding (e.g., Smart Start in North Carolina, Good Beginnings in Nebraska, use of CCDBG funds);
- line-items in state budgets (Resources and Instruction for Staff Excellence, Inc. in Ohio) and statewide professional development initiatives such as the T.E.A.C.H. Early Childhood® Project (New York State Early Childhood Career Development Initiative); and
- federal funds including Department of Labor, Bureau of

Apprenticeship and Training funds (Arkansas) and federal Community Development Block Grants (administered by the Sacramento Housing and Redevelopment Agency). Local funds from the county school board were used in the Alachua County, FL program.

### Multiplying Partners Results in Dividends for All

When partners combine forces to improve the quality of early childhood services, they also strengthen their base of funding. Several initiatives highlight the benefits of planning that involves a broad cross-section of the early childhood leaders in a community. For example, in Wichita Falls, Texas, the partners involved in Connections for Early Childhood – a grassroots effort to coordinate training, pool resources, and stimulate a dialogue about early childhood needs – are working to expand CDA training in their community by involving a number of partners and leveraging resources. Partners include a broad group of community leaders and agencies spanning higher education, Head Start, child care, the public schools, and the local Air Force base. Using several financial resources, including state training funds, CDA preparation classes are open to any member of the early childhood community. Funds from a Texas Workforce Commission block grant, Head Start, Region IX Educational Service Center, the public schools, and free donations of training and work time by the partners are all vital sources of support. As with so many efforts, the question of continued funding sources is seen as a challenge. However, the involvement of so many diverse partners – including the public schools, the local Air Force base, and the educational service center – is expected to help the initiative continue to improve training opportunities for all providers in the community.

## Funding Tips

Most early childhood programs allocate some portion of their budget for training and seek training opportunities in their communities. For example, community-based CCR&Rs offer training on many topics of interest to Head Start staff and programs.

State agencies fund training; vocational-technical schools and colleges offer courses in early childhood education and child development.

Partnering across programs allows participants to gain greater access to resources, such as state government training resources and local public school training resources, through the leverage each partner contributes.

Making connections with unfamiliar branches of the early childhood service system widens the pool of potential contributors of resources, makes high quality training available to wider audiences, and enhances the quality of services for young children and their families. Moreover, funders respond more positively to a group of programs approaching them because of the greater impact and larger numbers affected.

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### Affording Better Trainers and Creating More Training Resources by Sharing Costs

Several initiatives illustrate the fact that partnering can improve the quality of training by ensuring a higher caliber of trainers and creating new training resources. For example, a multidisciplinary team assembled by Oregon's Wallowa County Commission on Children and Families (WCCCF) is working together to assure there is a complete system of supports in place for the county's young children and their families. The team has representatives from almost every early care and education program in the county, including partners with agencies working with children and families. In 1996, the group became part of the Forging the Link state initiative as a community strategy team with the goal of implementing some of the strategies of the statewide plan in the county. With the grant they received, they were able to augment local resources and offer a wide variety of training including mentoring, a provider support group, and access to loaned materials and equipment. Prior to this partnership, community college, CDA, and activity-based training was not available in Wallowa County. This initiative has enabled the community to bring in good trainers and provide materials and information about quality and early care and education.

### Reducing the Cost of Training

In Fayetteville, Arkansas, the program director of an infant/toddler center in a vocational-technical high school wanted the high school graduates to be good parents and to be well-prepared for employment in early childhood programs. Offering courses leading toward the CDA credential seemed like the right approach. Ivory Conley, local Head Start program director and board member of the infant/toddler center, saw an opportunity to expand training options for her staff and soon CDA courses were offered to all early childhood providers in the community.

This training partnership has paid off for providers and the children and families with whom they work. Combining trainees from several programs creates more cost-effective class sizes, reducing the cost per trainee for all involved. Head Start and child care providers

> "This collaboration has taken some stress off our grant. We now pay less for CDA training than before. We can get more participants through the CDA training process. It has been so great for our staff to go to training with everyone in the community. People are much closer professionally than they have ever been in this community."
>
> Ivory Conley, Head Start Program Director, Fayetteville, AR

have a more affordable source of CDA training, and children benefit from their providers' increased knowledge and skills.

### Securing Collaborative Grant Funding by Partnering

In Alachua County, Florida, where the school district is the Head Start grantee and operates a number of other preschool programs, a professional development model was created through a collaborative partnership grant from the Florida Department of Education. Working with community preschool programs, the county human resources agency, the CCR&R, and local colleges, the school district launched the Adopt a Preschool Project in which elementary schools are linked with preschools or child care centers in their area. Kindergarten staff share information with preschool and child care providers during on-site visits. Joint training occurs during scheduled workshops on topics chosen by the participants. In addition to providing increased resources for professional development, this partnership also improves the quality of services by easing the often traumatic transition children experience as they move from preschool settings to public schools.

This initiative has resulted in positive outcomes for local children, providers, and parents (e.g., joint training sessions, parent resource libraries, and much improved information sharing among programs). In addition, transitions for children and families between early intervention programs, early childhood programs, and the public schools have become smoother and easier to negotiate.

In Lawrence, Massachusetts, the Head Start grantee took the lead in forming the Lawrence Community Partnerships for Children Council in 1993 to develop a proposal in response to funding offered by the Massachusetts Department of Education. Head Start, public schools, CCR&R, and several child care centers in Lawrence joined forces to prepare the proposal, which included attention to the training needs of providers in a variety of agencies in the Greater Lawrence area.

A broadly representative Partnership Council meets monthly to discuss community needs, service needs, and methods for improving services. Training needs are prioritized and ranked; proposals from providers and/or training consultants are then selected to address the training needs. This initiative has resulted in positive outcomes for local children, providers, and parents (e.g., joint training sessions, parent resource libraries, and much improved information sharing among programs). In addition, transitions for children and families between early

## Cross Sector Training

Cross-sector training can bring new knowledge bases to the early childhood field, expanding the perspectives of leaders and improving their programs. Collaborative professional development initiatives also offer a vital opportunity for members of the early childhood community to share the best of their principles and practices. For example, practices that are hallmarks of Head Start—such as comprehensive services and parent involvement—can strengthen and deepen other early childhood services.

intervention programs, early childhood programs, and the public schools have become smoother and easier to negotiate.

### Learning from One Another

When a member of a professional development partnership connects with someone from another branch of the early childhood "service tree," they gain fresh perspectives and ideas that enrich the quality of services they deliver to children. Learning from one another can mean sharing training schedules or educational philosophies.

Focusing on leadership and management capacity-building in the early childhood field broadly defined, the Henry W. Bloch School of Business and Public Administration at the University of Missouri-Kansas City launched the Forum for Early Childhood Organization and Leadership Development. The cross-sector initiative brings together the business school, an aligned center on nonprofit leadership, other higher education institutions, government agencies, and the early childhood community in a six state region.

The Forum offers institutes, courses, workshops, and seminars designed to improve management capacity and develop leadership. Topics range from strategic planning to interactive management to marketing for nonprofits.

One Forum program is the Center Director's Institute, a credit-bearing experience offered to 50 leaders each year. The focus is on increasing center directors' knowledge and skills in areas (e.g., team-building, coaching, conflict resolution, and time management) that can help them improve the stability and effectiveness of the early childhood work force in the region. To accommodate busy schedules and participants in a multi-state area, the institute is conducted in three 10-hour sessions on weekends in May, August, and November. Credit is available at the community college, undergraduate, or graduate level.

The Apprenticeship for Child Development Specialist (ACDS) program in West Virginia, a multi-county, entry-level training program, brings together staff from Head Start, child care, and public schools in its classes. This provides a forum for providers to learn more about, and gain a fuller appreciation of the range of, early childhood settings other than those in which they work. This is an important step in the providers' professional development and a way to improve transition experiences for children.

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This program has also successfully negotiated with the Head Start Bureau to have the state awarded certificate (given to apprentices when they complete the program) meet the Head Start Bureau's requirement in lieu of a CDA credential.

In central Nebraska, the Head Start program and several educational service districts (each serving many local school districts) collaborate to produce a training registry and calendar. They use the Internet to make up-to-date information available to providers across several counties. The Early Childhood Coalition ensures that everyone knows about training including offerings at the state university and from local chapters of the Red Cross. This partnership has resulted in increased networking and information-sharing across programs.

## Improving Access to Quality Training

### Overcoming Geographical Challenges

Partnerships can make available wider choices of training topics and presenters by combining resources. This is especially helpful in rural areas, where training options are often few and far between. Several partnerships are seeking to solve the accessibility problem in remote locations by providing quality training via distance learning to providers across program type *and* space. Technology can be an expensive, as well as a powerful, training tool, so partnerships to share the funding of production are valuable.

In Kansas, the Head Start Association and the Head Start State Collaboration Office joined forces with the state child care agency to make training accessible to all Head Start and child care providers in the state via Kansas Head Start Collaboration Interactive TV. The partnership developed a series of interactive TV workshops on topics identified in a statewide training needs assessment. For example, the interactive workshops have allowed the group to provide mental health training (delivered by trainers that are nationally recognized for quality service in mental health) to people in communities across the state.

> "The Interactive TV is an effort to build a bridge between Head Start and child care. We want to get to the point where anyone working in child care could go to Head Start and ask to participate in training and anyone working in Head Start could request to participate in child care training."
>
> Rhonda Denning, Kansas Head Start Collaboration Director, Topeka, KS

Throughout the state, Head Start and child care providers are brought together with other providers to participate in interactive learning experiences. There are interactive television studios across the state. In rural communities, almost every school district has a studio; larger communities may have more than one. The format has not only increased accessibility to training for providers, it has also built relationships between Head Start and child care throughout the state. In past, Head Start contributed 75%, child care paid 15%, and participants paid 10% to support this training.

> "By combining resources we get the same quality of offerings that would be at the national Indian Head Start conference."
>
> Fran Moore, Head Start Director, Pueblo of Laguna, Laguna, NM

In North Carolina, Macon Program for Progress (MPP) Head Start expanded on their base of Head Start operations and established MPP New Horizons Training Center, a regional training center for early childhood programs in the seven western-most counties in the state and the Eastern Band of Cherokees. The Training Center, a full-day, full-year Head Start program for infants through preschoolers, uses its classrooms as demonstration sites for on-site training, and provides interactive video teaching beamed by satellite to locations around the state. Trainees can see hands-on, unrehearsed practice by master teachers in a high quality caregiving environment. The MPP New Horizons Training Center utilizes technology, combined with mentoring, facilitated discussion groups, and individual follow-up consultation, to realize best practices of adult learning.

In Ohio, a broadly representative design team created a series of video-conference training workshops on early childhood topics, called Winning Teams Project for Young Children: Parents and Professionals Learning Together through Technology. The workshops are broadcast to 21 sites across the state using satellite TV, supported with on-site discussion groups and field-based faculty who provide follow-up meetings.

The Western New Mexico Training Coalition was created to overcome geographical isolation and limited resources. The Laguna Pueblo Head Start wanted to meet its staff training needs without duplicating efforts of neighboring tribal and non-tribal Head Start and child care programs in the area. Now, CDA trainings are open to all Head Start and child care providers in the community, with child care participants providing input as to what the topics will be along with Head Start. Trainings are on Saturday so providers and parents can easily attend. Plans are being made to create a regional training calendar to share information about trainings each partner offers, and a joint training conference is under discussion.

### Expanding the Pool of Qualified Providers

In the context of welfare reform, and increases in the demand for early childhood services, improving the availability and accessibility of quality training is an important strategy to increase the supply of qualified providers and quality services. Professional development partnerships can make high quality entry-level training accessible to a wide range of individuals who are interested in pursuing an early childhood career. Several partnerships provide training to prepare parents for entry-level positions and/or supply them with the support and information they need as they care for their children. One partnership trains teen parents and other teenagers to enter the field. Other partnerships focus on increasing the supply of qualified infant/toddler providers, and some training is targeted to move Transitional Assistance to Needy Families (TANF) recipients into the early childhood work force.

Professional development partnerships can make high quality entry-level training accessible to a wide range of individuals who are interested in pursuing an early childhood career.

In Ohio, Winning Teams includes parents and providers in its entry-level workshops and has attracted many Head Start parents. In 1997, the Havre, Montana CCR&R agency (Child Care Link) and the Head Start program collaborated to plan and deliver training to the early childhood community, including parents. The first level of the course, called the Nurturing Program, was geared for parents. It was taught in a flexible format by Head Start teacher assistants and was filled to capacity by parents from the entire community (including Head Start). Successive levels of the course lead to college credit and count toward the CDA credential.

South Dakota has one of the highest labor force participation rates for women of any state in the nation, and the largest number of unmet requests for child care are for children under two. Infant/toddler training is a high priority for the child care agency, and Head Start Parent Child Centers and Early Head Start grantees are also eager for training. In late 1997, South Dakota Infant Toddler Child Care Initiative received the first installment of a $2.1 million, three-year grant from a private foundation to launch a statewide system for delivering infant/toddler training to providers in all sectors, from relatives caring for children to family child care providers and center-based staff. Tribal and regional Head Start programs, child care programs, CCR&R agencies, and several institutions of higher education—including the tribal community college—are all partners in this effort. In early 1998, 75 to 80 individuals from across the state will be trained as trainers.

> "We've had five parents go through the ten-week teacher aide training model, and we were able to hire all five parents."
>
> Ivory Conley, Head Start Program Director, Fayetteville, AR

The Arkansas Vocational-Technical Center program described on page 105 gives teen parents and other teenagers the opportunity to earn a CDA credential. The Center offers the child care training program to high school students and teen parents who are interested in early childhood careers. There is an infant center on campus for teen parents, so trainees have the experience of actually caring for the children as part of the training program. The program has had great success in training parents for paying jobs.

Anticipating high demand from welfare reform, several community organizations and agencies in Sacramento, California have banded together to increase the supply of good early childhood programs in homes and centers by offering professional development opportunities and career counseling to current and potential providers. A particular focus is Head Start parents and TANF recipients, many of whom speak little or no English. Counseling and training are offered in English and Spanish and training is designed so that participants work toward becoming credentialed as assistant teachers and eventually full-fledged teachers. This partnership ensures that a diverse group of community members, including TANF recipients now subject to work requirements, can be prepared for those jobs.

## Joining Forces to Influence Higher Education and State Policy

Joining with others in professional development partnerships creates a group large enough to carry clout with various constituencies that none of the partners alone could muster.

### Influencing Higher Education Change

Gaining access to college credit that counts toward earning degrees is a cornerstone of professional development. Generally, few institutions of higher education are willing to start a degree program for a few students.

By joining together, early childhood leaders are able to create durable career pathways into higher education in their community. A good example is the Washington County Partners in Change Project in the Adirondack region of New York. The local Head Start agency had a regional CDA training program and a teaching center, but recognized that opportunities to pursue continuing education beyond a CDA credential were nonexistent in this rural area. Their goal was to establish an early childhood degree program at the local community college.

Extending the CDA program to the entire early childhood community including family child care providers, public school teacher aides, and child care center staff created a broader pool of potential college students. As they worked together, the community college came to understand the early childhood field and see the job opportunities that would justify a new degree program. The active support of the local advisory committee and New York's statewide Career Development Initiative contributed to their success. The link with the statewide effort allowed the Washington County project to learn from efforts in other communities on specific issues such as the process of developing a degree program and the structure of articulation agreements in higher education. Other communities have developed similar projects.

The West Virginia ACDS program has also used its statewide clout and link with the Department of Labor/Bureau of Apprenticeship and Training (DOL/BAT) to broker articulation agreements with colleges statewide. In fact, the discussion with the colleges has been handled by the DOL/BAT director in the state, who is involved in substantial training outside of child care — a highly successful strategy.

Through the Team's combined efforts, the state legislature is becoming aware of the need to improve quality child care. Support was given through funding for major child care initiatives during the past legislative session.

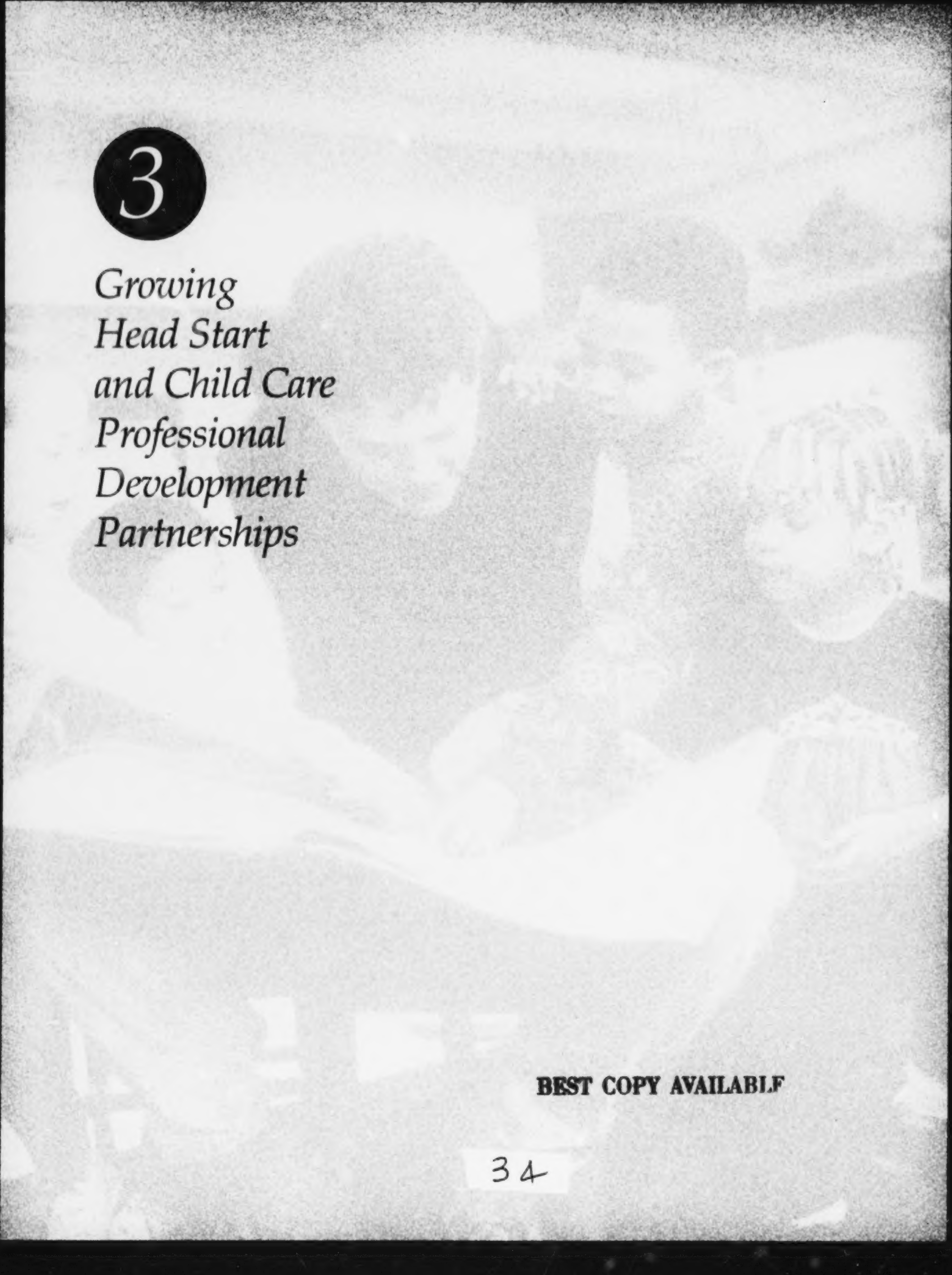
### Catching the Legislative Eye

The voices of early childhood partners have also had an impact in Oklahoma, where the Early Childhood Professional Development Team united to improve the professionalism of all early care and education providers in their state. The Team distributed a Compensation Fact Sheet to legislators, and a Week of the Young Child display at the State Capitol raised awareness of compensation by portraying scenarios of providers holding a paycheck illustrating their earnings. Through the Team's combined efforts, the state legislature is becoming aware of the need to improve quality child care. Support was given through funding for major child care initiatives during the past legislative session.

In summary, professional development partnerships have palpable benefits for all of those involved. When the various branches of early childhood services recognize that their needs intertwine, and choose to join forces, they broaden their base of funding sources, absorb new practices and perspectives through shared learning, make quality training available to more providers, and impact policies and systems that affect young children. Realizing these benefits takes a tremendous amount of commitment, skill, and patience on the part of all partners. In the next section, we explore the process of how partnerships evolve.

# 3

# *Growing Head Start and Child Care Professional Development Partnerships*



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# 3 Growing Head Start and Child Care Professional Development Partnerships

We begin this section by providing an overview of the "seeds" of partnerships in terms of key modes of working together and common challenges of partnering. Next, we share more specific examples of process strategies from our interviews with leaders of successful partnerships and pass on some tips on how to form a professional development partnership. Finally, we present "Pathways on the Continuum," a framework to convey the essential phases that groups follow as their partnerships form and evolve.

## The Seeds of Partnerships

Judging from the experience of successful professional development partnerships, a vital ingredient for effective collaboration is the relationships among the people – both members and leaders – in the partnership. Participants in professional development partnerships recognize the most important quality they share – a deeply rooted commitment to creating better programs for children – even as they appreciate the divergent strengths, structures, and goals offered by the various branches of early childhood services. Building upon shared values, getting to know one another, and being open to new ideas and perspectives plant the seeds of learning and growing together.

"It is amazing how much we didn't know about each other."

Barbara Loveless, Head Start State Collaboration Director in New Mexico

In the early stages of collaboration, lack of information, or misinformation about the various branches of early childhood services involved, is not unusual and can thwart the growth of a partnership. Other issues (e.g., historic competition and turf battles among agencies and managers) can also get in the way of establishing trusting relationships needed for partnership. There may be tensions among providers, as well as tension between community-based training and traditional higher education. Training and partnerships that cross ethnic and socio-economic backgrounds, and include diverse members of the early childhood community, experience additional challenges in breaking down cultural barriers and dismantling stereotypes that can be divisive.

Some groups have hired a facilitator to help them overcome these barriers. Others find that through initially pursuing joint projects that are win-win, and actually working together on something concrete, trust develops over time. Accepting and respecting varying experiences, styles, values, and approaches is an essential component of strong partnerships, quality training, and quality services for children and their families. As these obstacles are overcome, and joint activities deepen into collaboration, cross-sector respect, understanding, and trust expand. Steady effort leads to a growing series of achievements, and, as the seeds of partnership take root, professional development partnerships can develop into system-changing collaborations.

## Lessons from Four Partnerships

To illustrate these strategies and challenges, we will now share experiences and strategies from four more partnerships that have successfully planted the seeds of partnership and grown up into system-change collaborations. Over time, through persistence, and by acting at the right moment, Oklahoma Early Childhood Professional Development 2000 and the Washington State Child Care Coordinating Council have dug in some deep system change roots while working to establish statewide career development systems. The Forging the Link initiative based at the Oregon Head Start Collaboration Office and the New York State Early Childhood Career Development Initiative both demonstrate the wisdom and benefits of linking statewide system building efforts with community-based initiatives.

> "The Team has become a true collaboration where all are contributing time and resources to a vision for Oklahoma."
>
> Ruth Ann Ball, Coordinator, Early Childhood Professional Development Team, Norman, OK

## Persistence and Problem-solving Over Time

Begun in 1991 by a group of eight people (including two Head Start directors, a state licensing official, a university professor, and a child care director among others) talking about professional development, today Oklahoma Early Childhood Professional Development 2000 involves dozens of leading individuals, organizations, and agencies. Success begat success as the initial core group took advantage of new opportunities to build momentum and receptivity to their vision.

Step one, writing a vision statement that everyone could agree on, took nearly two years, but readied the group to respond to the Governor's 1993 Executive Order requesting a plan for early childhood professional development. Child Care and Development Fund (CCDF) money then provided a paid coordinator and funded a comprehensive training needs survey. The survey took another two years, but it was a milestone–the first ever statewide picture of the professional development needs of directors and providers in centers, family child care homes, and Head Start programs including the tribal grantees.

> "The project doesn't die. There are so many dedicated people who keep coming to meetings even though they are so busy with their work and families. We work in a state that has always been very collaborative. Now, with the new legislation, we have the direction and funding we need."
>
> Susan Kavanaugh, part-time staff, Professional Development Subcommittee, Olympia, WA

These seeds, planted many years ago, led to the establishment of new programs in higher education and in community agencies. Today, early care and education providers track their progress using the Early Care and Education Professional Development Record. A Center for Early Childhood Professional Development, begun in January 1998, will integrate and co-locate training information and resources for the state. Sustained commitment of key players who were able to build relationships and seize opportunities made the difference.

In 1987, the Washington state legislature created the Child Care Coordinating Council to improve the accessibility, affordability, and quality of early care and education. A few years later, the Career Development Subcommittee formed to promote training and career development and advise policy-makers about the importance of this issue. The subcommittee advocates for a flexible training system to meet the diverse needs of all early care and education providers.

Over time, the group received funds from a foundation grant to hire a part-time staff person. They developed Core Competencies in five areas: family child care; infant/toddler care; preschool care; school-age care; and Kindergarten-3rd grade. They produced a statewide training directory that lists the education/training institutions and organizations in the state. As the group made progress, the Office of Child Care Policy contributed a quarter-time salary. In 1997, legislation was passed mandating annual training for every provider, and $580,000 annually was appropriated for scholarships, a training approval system, and a training registry. The training system will be fully operational by January 1, 1999.

This group experienced a challenge that many partnerships face. It is difficult for people to commit their time to task forces and subcommittees on top of their work schedules and family responsibilities. Pursuing partnerships can take an almost superhuman effort at times. The initiative also experienced some initial fragmentation between Head Start and child care that seems to have diminished since the work of the Head Start State Collaboration Office has improved those relationships. Head Start Collaboration was also instrumental in gathering colleges, CCR&Rs, and other community-based trainers to discuss articulation issues.

## Collaboration

In creating a professional development system, changes in state-level systems and policies, as well as local-level norms and practices, must occur. Collaboration for system change linking state and local actions is powerful, producing greater impact than could be achieved by working at either level alone.

### Connecting State and Community-Based Partnerships

**New York** – The New York State Early Childhood Career Development Initiative began in 1993 as a partnership of the public and private sectors. This long-standing statewide career development effort strengthened its roots by connecting with many local projects that were implementing its key principles. For example, there was strong interest in building bridges between non-credit and credit-bearing training and expanding early childhood degree programs in communities where such programs did not exist. In Washington County, New York, a CDA program that had previously served primarily the Head Start community was expanded to offer CDA training to new sectors of the early childhood community. This strengthened the case for the local community college to establish a degree program, which they are in the process of doing. This collaboration also strengthened the relationship between Head Start and the local CCR&R. In addition to the Washington County community-based project, two other local projects were established and together these initiatives shared strategies and successes and brainstormed solutions to their shared challenges.

The connection to the statewide effort helped to institutionalize the local initiatives and also allowed them to identify issues and barriers for the state effort to address. The state effort was strengthened by having a connection with real-life examples of the system changes they were trying to advance.

**Oregon**–Led by a team of early childhood leaders from a variety of state agencies/organizations, local community programs, and higher education, the Forging the Link initiative, based at the Oregon Head Start Collaboration Office, has been working for many years to create an effective early childhood system, including a career development component. These efforts were accelerated by Oregon's participation in a national technical assistance project co-sponsored by the Child Care Action Campaign (CCAC) and Council of Chief State School Officers (CCSSO).

A document called *Nine Essential Elements of Programs for Children* was developed through approximately 20 statewide community forums and six local Community Strategy Teams. One of the elements of this document is Professional Staff. The Wallowa Community Strategy Team focused the majority of its efforts on this element and established several collaborative training and support programs. Head Start principles and practices are extended to the broader early childhood community through this document and the work of Community Strategy Teams. Recommendations regarding legislative policy and community incentives for implementation of the document are being addressed in a Ten-Year Implementation Plan currently being developed.

. . . these barriers have been overcome by bringing together broad-based representatives, working to create a shared vision, achieving consensus about how to move toward it, and creating the essential elements document.

When the Head Start Collaboration Office got started, two barriers were identified in the early care and education community. One was the lack of a shared vision about roles in the community. The second was the lack of consistent standards between and among various providers. Both of these barriers have been overcome by bringing together broad-based representatives, working to create a shared vision, achieving consensus about how to move toward it, and creating the essential elements document. The participatory grassroots strategy allows the state policy-makers to learn from the communities and makes the people at the local level an integral part of the state effort. This strategy produces a stronger advocacy base and more accurate information.

## Tips on How to Form a Professional Development Partnership

The professional development partnerships profiled in this report offer the following tips to those who would like to form partnerships.

### Identify stakeholders.

- Find out what other early childhood service branches have training needs in the community.
- List all the institutions and organizations that are sources of training.
- Identify the funders of training.

### Develop relationships.

- Join boards and committees in the community to build relationships that later can be developed into partnerships/collaborations.
- Expand your organization's board and/or committees to include a wider range of the early childhood community.
- A collaborative training conference can be the seed for more formal and continuing training initiatives. It is relatively easy to plan and promote, there are often a variety of collaborators willing to contribute resources, and it affords an excellent opportunity to build partnerships that can continue to flourish.

### Find common ground/build trust.

- Invite all the stakeholders to come together to share information about their programs and get to know each other.
- Be sure the convener is trusted and viewed as legitimate among the stakeholders, not seen as a competitor trying to seize control.
- After the "getting to know you" stage, begin to explore training needs and work together to find mutually beneficial solutions.

### Achieve results.

- Work together on something practical that can achieve concrete, visible outcomes. Groups that focus on achieving "small wins" during all phases of their collaboration, set in motion forces that favor more small wins. When a solution is put in place, the next solvable problem often becomes more visible, new allies bring innovative solutions with them, old opponents change their habits, and additional resources are mobilized.

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## A Continuum of Connected Pathways to Partnership

Through combining their efforts and resources, and working steadily over time, the partnerships described above have attained a substantial level of collaboration. One image of collaboration that may prove to be useful to new partnerships is a continuum of three connected pathways. In Figure 1 on page 38, we present a graphic depiction of the pathways on the continuum. While the pathways don't always follow a lock-step sequence, they can be viewed as connected as depicted in Figure 1.

The beginning of the continuum is *sharing*. This pathway is usually the one that is most comfortable when groups and organizations are beginning to develop working relationships for the first time with one another. It represents a good faith effort on the part of everyone involved to open doors and remove barriers. A typical example of this is when one group or organization offers to open up some of its training events to members of another group. The planning of the training is still completely in the control of Group A, but efforts are being made to include members of Group B either free or for a fee. Group B may at some point make a reciprocal offer of sharing. Neither group is asking for information about the other's specific or general training needs nor is either group offering to modify its own planning process or activities to factor in the other's concerns.

The second pathway is *coordination*. In this pathway, groups offer to concentrate their resources to provide training in one topic which will be open to all, in order to enable another organization to use its resources to emphasize another topic or to bring training to a community or area that has been under-served by one or more groups. This pathway involves greater mutual involvement and trust among groups because there must be a real willingness to modify individual plans and create a training calendar which reflects the respective or grouped needs of members of the several groups. This pathway often leads to far more effective use of resources and far greater effectiveness in meeting the needs of the community and of the groups themselves. It is still true, however, that each group or organization is still in full control of its own resources and its own decision-making process.

Towards the end of the continuum, the third pathway is the *pooling of resources and shared decision-making*. This pathway entails each organization putting its resources into a common pool and agreeing on a collective decision-making process that meets everyone's needs to the greatest

### Pathways on the Continuum

**Sharing**

▼

**Coordination**

▼

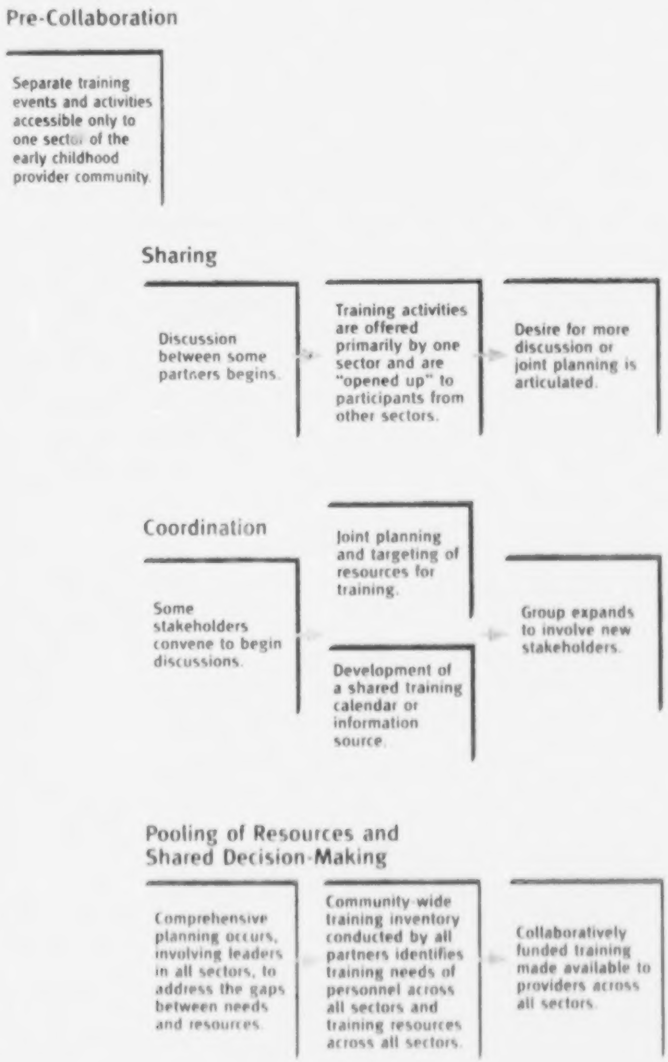
**Pooling of Resources and Shared Decision-making**

possible extent. It stops short of merging the organizations, but it also contains the challenge that the new plan and set of activities, and even the methods of implementation, will represent a compromise on the part of all partners. It requires an even stronger degree of trust and may not be feasible in all contexts.

All groups that progress to this pathway on the continuum must agree to share power among all partners, regardless of differences in status or experience. On this pathway, an essential element of the planning becomes "planning how to plan" about how decisions will be made and by whom. It also requires a genuine commitment on the part of all participating organizations to meet at least some of the needs of each participating group, unless there is an explicit agreement that groups may "take turns" at getting their needs met in order to carry out specific short-term projects or activities.

Each of these pathways may represent a major

**Figure 1. Pathways on the Continuum**


Pre-Collaboration
Separate training events and activities accessible only to one sector of the early childhood provider community.
Sharing
Discussion between some partners begins.
Training activities are offered primarily by one sector and are "opened up" to participants from other sectors.
Desire for more discussion or joint planning is articulated.
Coordination
Some stakeholders convene to begin discussions.
Joint planning and targeting of resources for training.
Development of a shared training calendar or information source.
Group expands to involve new stakeholders.
Pooling of Resources and Shared Decision-Making
Comprehensive planning occurs, involving leaders in all sectors, to address the gaps between needs and resources.
Community-wide training inventory conducted by all partners identifies training needs of personnel across all sectors and training resources across all sectors.
Collaboratively funded training made available to providers across all sectors.

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change from the prior relationships among programs and leaders in a community. There is no prescribed length of time for each pathway to last. Instead, the shared experiences of traveling on each pathway will prepare partners to move on to the next pathway.

It can be helpful for groups that are trying to work together to openly and honestly assess which of these pathways they are currently on, discuss the pathways they wish to ultimately reach, and decide whether they would like to shift to a new pathway, given their circumstances and knowledge of one another. This discussion can help to clarify perceptions and expectations and test levels of commitment to move ahead.

## Closing Comments

In summary, all branches of the early childhood field share related missions and challenges. Professional development is a necessary, and powerful, tool that enables all members of the field to accomplish their missions and face and surmount challenges. Through professional development, providers find and follow career paths, become more outspoken advocates for the field, and, most importantly, deliver better quality early childhood services to young children and their families.

Professional development partnerships enable all branches of early childhood services to access new resources and provide a wider array of higher quality, more cost-effective, professional development opportunities to providers and prospective providers. Partners benefit from each other's knowledge and practice, and by joining forces partners impact policies and systems that affect young children's lives.

We hope this report, and its descriptions of innovative partnerships, will inspire the development of more, and even more creative, professional development partnerships among all of the early childhood service branches. It is an exciting, and challenging time for the field. As we head into the 21st century, learning and growing together is truly the key to supporting the early childhood work force, enabling providers to support working families, and equipping them to protect and prepare children for the future.

# 4

# Profiles of Professional Development Partnerships

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In researching this report, we spoke with one or two people from each program, and all program contacts reviewed the profiles for accuracy. We encouraged contact people to share the completed profiles with their partners. These profiles cannot contain all of the voices of the partners whose hard work make these partnerships a reality, but we hope we have captured the spirit of their efforts. We also could not provide exhaustive details on the partnerships. Instead, each of the following profiles contains details about who to contact to receive more information.

To facilitate further networking and information-sharing among the many branches of early childhood services, Appendix F contains State-by-State Contacts for Head Start Collaboration Offices and State Career Development Initiatives. For those who are interested in moving from professional development partnerships to working on building professional development systems, one resource is the Statewide Planning in Early Care and Education Action Pack published by The Center for Career Development in Early Care and Education.

# Statewide Career Development and Service Delivery Systems Initiatives

45 New York: New York State Early Childhood Career Development Initiative

49 Oklahoma: Oklahoma Early Childhood Career Development 2000

53 Oregon: Forging the Link

55 Texas: Texas Head Start State Collaboration Project Office

59 Washington: Washington State Child Care Coordinating Council, Professional Development Subcommittee

## New York: Comprehensive Approach to Building a Statewide Career Development System

**New York State Early Childhood Career Development Initiative**

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### Overview

The goal of the New York State (NYS) Early Childhood Career Development Initiative is to improve the quality of services provided to young children (from birth to age eight) through the establishment of a professional development system in the state to include all adults who work in early childhood programs. Included in the initiative are: specialists who work in early care and education; family child care providers; and providers who work in programs such as Head Start, child care centers, public schools, prekindergartens, primary schools, and school-age care.

The initiative has a number of innovative programs working on the coordination of career development issues throughout the state. Among the issues addressed by these programs are:

- standards for staff preparation;
- a bridge between non-credit and credit-bearing experiences;
- transfer of credit agreements among secondary schools, two- and four-year colleges, and graduate education programs; and
- compensation based on skills, education, and experience.

A major accomplishment of the initiative is the establishment of community-based projects that demonstrate the statewide system on a local level. Two of the initiative's innovative projects – the Early Childhood Career Advancement Ladder administered by Child Care Council of Onondaga County in Syracuse, which had five Head Start participants and 25 non-Head Start participants and the Partners in Early Childhood administered by the Capital District Child Care Coordinating Council located in the Albany area, which had 15 Head Start participants and 14 non-Head Start participants – provide adults who work with young children credit-bearing courses taught at community-based organizations. Participants can then progress to taking community college courses on-campus, and finally matriculate in associate's (or higher) degree programs. The third community initiative, in Washington County, is also profiled in this report.

### Funding

The New York State Early Childhood Career Development Initiative began in 1993 as a partnership of the public and private sectors. Former Governor Mario Cuomo's interagency committee of early childhood representatives provided the genesis for launching the initiative. Jointly led by the New York State Council on Children and Families and the New York State Child Care Coordinating Council, the initiative involves a professionally and geographically diverse group representing 26 separate entities.

The Rockefeller Brothers Fund and Aaron Diamond Foundation provided the primary funding for the initiative, while additional funding comes through the Partners in Change Project at Wheelock College, Work/Family Directions, the American Business Collaboration on Quality Dependent Care, and the Head Start Collaboration Office. An Initiative Symposium was funded by the Agency for Child Development.

### Collaborators

Over 120 representatives collaborated in the development of the plan and participated on various subcommittees. The New York State Early Childhood Career Development Initiative is housed at the New York State Child Care Coordinating Council. Participating collaborators include:

- NYS Head Start Collaboration Office
- NYS Head Start Association
- NYS Family Day Care Association
- NYS Education Department
- NYS Office of Children and Family Services
- NYS Department of Health
- NYS Council on Children and Families (state agency)
- New York City Board of Education
- Higher education institutions, including two- and four-year colleges and universities
- Families and Work Institute
- CCR&Rs/NYS Child Care Coordinating Council
- NYS Association for the Education of Young Children
- NYS Child Care Association
- NYS United Teachers
- National Education Association of New York State
- New York City Agency for Children's Services
- New York City District Council 1707
- State University of New York Central Administration
- Prekindergarten programs
- NYS Not-for-Profit Directors Association
- Board of Jewish Education (New York City and metro area)
- NYS School-age Care Coalition

### Benefits and Outcomes

Some of the initiative's projects demonstrate that support, coupled with a safe, familiar environment, can enable individuals who have never been to college or have not attended in a long time to succeed in college-level courses.

### Other outcomes of the initiative include:

- Materials have been developed and disseminated, including Core Body of Knowledge Framework and the NYS Comprehensive Early Childhood Career Development Plan.
- A standardized criterion (the Core Body of Knowledge) was developed and is being used to code training and education (including Head Start training) as it occurs throughout the state.

- A website with training events by county, a chat space, and various relevant links was created — www.earlychildhood.org.
- Other publications: New York State Early Childhood Annotation brochure (describing the special early childhood teacher license) and the Partners in Early Childhood booklet (describing the community projects).

### Challenges and Lessons Learned

It was difficult to gain consensus on the development and approval of a plan because the collaborators were so broad-based. Time and patience, combined with sincere effort toward mutual understanding, overcame this difficulty.

When former Governor Mario Cuomo lost re-election, the initiative faced political uncertainty because it was his interagency committee that initiated the dialogue. After a period of inaction, agreement was reached to move forward as a public-private initiative if possible, and work began on carefully building relationships with the new state agency players. This has proved successful; the Council on Children and Families is a major partner.

Building in better compensation for increased education of early childhood providers is still a barrier that exists within the state's early childhood field. One strategy to help overcome this barrier was introducing T.E.A.C.H. Early Childhood® program to the state (T.E.A.C.H. Early Childhood® program combines scholarships for higher education with commitments from staff to complete courses and stay on the job and commitments from employers to increase wages).

## Oklahoma: Many Partners Collaborate to Create a Statewide Career Development System

### Overview

In 1992, a group of eight individuals (including two Head Start leaders in the state) got together to talk about how to improve the accessibility of training in Oklahoma. The NAEYC Institute for Professional Development began that year as well, and influenced the Oklahoma group. After attending the Institute for Professional Development, the group decided to meet monthly and gradually enlarge the group. In 1993, the Governor issued an Executive Order requesting that the group work on articulation issues and develop a plan for early care and education professional development in the state.

Now expanded, the initiative (referred to as The Team) is an effort to improve the professionalism of early care and education providers in Oklahoma. It covers all licensed family child care homes, child care centers, Head Start programs, and public school programs with early childhood settings, including Native American programs. Training is provided by the vocational-technical system, two-year colleges, four-year universities, and community-based training such as CCR&Rs, Child Care Careers, Inc., and Head Start pre-service and in-service training.

There are seven work groups that focus on various aspects of career development in Oklahoma:

- Articulation/Cooperative Agreement
- Trainer Approval
- Career Recognition System
- Compensation
- Pre-service Training
- Director Credential
- Out-of-School Time (school-age)

From the comprehensive training needs survey, the Team found that providers want training that is accessible to them, and they want to become more professional with better compensation. They also need to access programs at two- and four-year higher education institutions more effectively. These are the issues the Early Childhood Professional Development Team is addressing as a state body.

**Oklahoma Early Childhood Career Development 2000: Weaving a Vision for the Training and Education of the Early Childhood Profession**

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### Funding

For the first three years, the work was done on a volunteer basis by a group of dedicated individuals. CCDBG funds committed by the state enabled a coordinator to be hired.

### Collaborators

- American Indian Institute
- Department of Human Services
- State Department of Education

- CCR&Rs
- Regional Head Start
- Indian Head Start
- Two-year colleges
- Four-year universities
- Oklahoma Department of Vocational-Technical Institutions
- Oklahoma State Department of Health
- Area Vocational-Technical Schools/ Centers
- Early Childhood Professional Organizations— Early Childhood Association of Oklahoma (ECAO), Oklahoma Association for the Education of Young Children (OKAEYC), Oklahoma Child Care Association (OCCA), Friends of Day Care
- Military Child Care
- Child Care Careers, Inc.
- Tribal Child Care

## Benefits and Outcomes

Accomplishments include:

- A vision statement was developed.
- Work groups were formed to implement objectives set forth by the vision statement.
- A comprehensive training survey was conducted statewide to determine the needs and status of family child care providers, center-based and Head Start providers, directors, and trainers.
- An Early Care and Education Professional Development Record is available for all licensed family child care homes, child care centers, and Head Start centers.
- A Compensation Fact Sheet was distributed to legislators.
- A Coordinator was hired to carry out the work of the initiative, housed at the University of Oklahoma with space and overhead donated by the university.
- A Center for Early Childhood Professional Development began in January 1998. The Center will integrate and co-locate training information and resources for the state.
- Many Team members, the Coordinator-Chair, and others are involved with the state Head Start Collaboration Office, where a consultant has been hired to encourage the coordination of training efforts between Head Start and child care at the local community level.

The state legislature is becoming aware of and expressing an interest in the issue of improving the quality of early care and education. Support was given through funding for major early care and education initiatives during the past legislative session. A recent Week of the Young Child display at the State Capitol raised awareness of compensation portraying scenarios of early care and education providers holding a paycheck illustrating their earnings for caring for children. A CCR&R network has been established, pre-service training, a differential reimbursement rate ("Reaching for the Stars"), and reduced parent co-payments are being implemented.

## Challenges and Lessons Learned

Training needs were unidentified in the state before the Team conducted the comprehensive training survey. Articulation between two-year colleges and four-year teacher education programs continues to be difficult.

The Team has become a true collaboration where all sectors are contributing time and resources to a shared vision of quality early care and education for Oklahoma's children. The chair of the team, Judy Collins (state child care licensing supervisor), has guided the process from its inception and has been able to open many doors within the state due to her role, connections, and respect from all sectors. Having a dedicated, paid coordinator has advanced the Team's work considerably.

## Oregon: Forging the Link between Care and Education by Building a Statewide Collaborative Early Care and Education System

**Forging the Link**

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### Overview

Forging the Link is a three-year grant to the state of Oregon from a national project that is a partnership between the Child Care Action Campaign (CCAC) and the Council of Chief State School Officers (CCSSO). The overall goal of the national project is to forge the link between care and education, among child care, Head Start, and public schools. The Oregon vision focused on building a collaborative early care and education system that ensures quality and continuity for children and families in all settings.

A broad-based advisory board drafted a state planning document. Approximately 20 community forums brought together stakeholders on the local level to examine and review the essential elements document created by the state-level group and to identify indicators for the elements. The result was *Nine Essential Elements of Programs for Children*.

Community strategy teams were formed in six communities to achieve the essential elements at the local level. The Request for Proposal that funded the teams stipulated that each of the teams must have: representatives from public schools and Head Start; family child care providers; center-based providers; a parent with a child younger than eight years who is accessing the early care and education system; and a representative from their local CCR&R or the county Children and Families Commission.

One of the essential elements of quality is professional staff, which clearly requires training. In fact, the community teams are using training as one of the strategies to implement their plans. The ultimate goal is to get legislation to ensure that community strategies stay in place to further the goal of ensuring continuity and quality for all children in all settings throughout the early care and education system.

### Funding

The Head Start Collaboration Office, which got started in 1991, is a critical element in career development and early childhood system building in Oregon. A Child Care/Head Start work group was started with child care and Head Start representation. Barriers and goals for addressing Head Start/child care collaboration were identified. CCAC and CCSSO issued a request for proposals, and Oregon applied, adding the public schools to its initiative. Funding for the national project is provided by the American Express Foundation, AT&T Foundation, Danforth Foundation, Caroline & Sigmund Schott Foundation, and Traveler's Foundation.

Each community strategy team got about $10,000. Four were funded with Forging the Link funds. Two teams were funded with county funds through the Oregon Children and Families

Commission. Six local initiatives were funded by combining county money with the Forging the Link grant.

### Collaborators

Forging the Link has an advisory committee consisting of providers, parents, and agency representatives. In addition, the project has a Policy Council consisting of 51% parents who are accessing the early care and education system and 49% business representatives. Advisory Committee and Policy Council work together in a shared decision-making model.

Collaborators are:

- Oregon Child Care Division
- Oregon Department Of Education
- Oregon Department Of Human Resources
- Oregon Health Division
- Oregon Association for the Education of Young Children
- Oregon CCR&R Network
- Oregon Association of Child Care Directors
- Oregon Child Development Fund
- Oregon Head Start Association
- Oregon Children and Families Commission

### Benefits and Outcomes

The funding received was used to create ideas, build consensus, and lay a firm foundation for moving ahead with the creation of a quality early care and education system. The funding for Forging the Link ends this year, but there is a 10-year plan and a system that will continue beyond the grant.

The participatory process is working. The draft of *Nine Essential Elements of Programs for Children* was disseminated for public response during the period of August 1, 1996 to June 30, 1997. A report outlining the concepts and lessons learned, with a timeline for implementation, will follow.

### Challenges and Lessons Learned

When the Head Start Collaboration Office got started, two barriers were identified in the early care and education community. One was the lack of a shared vision about roles in the community. The second was the lack of consistent standards between and among various providers. Both of these barriers have been addressed by bringing together broad-based representatives, working to create a shared vision, achieving consensus about how to move toward it, and creating the essential elements document.

The participatory grassroots strategy allows the state policy-makers to learn from the communities. This strategy will produce a stronger advocacy base and more accurate information. People at the local level like the process and the state-local linking strategy.

# Texas: Head Start Collaboration Office Provides Leadership to State Career Development Effort

## Overview

The mission statement of the Texas Head Start State Collaboration Project Office (THSSCPO) is to promote excellence in early childhood programs for all children and their families through the development of a comprehensive, coordinated, statewide career development system for all occupational roles and levels in the early care and education system.

The project is housed in the Charles A. Dana Center at the University of Texas at Austin. The project plays a leadership role at the state level to forge significant partnerships between Head Start and state programs on behalf of economically disadvantaged children and families. THSSCPO provides technical assistance to local communities that helps create linkages between local Head Start grantees, child care programs, and public school prekindergarten programs.

Career development was targeted as a priority area by the project, and they originally envisioned the development of a statewide, state-directed career development system. Instead, a bottom-up process evolved in which groups of local stakeholders customize a structure provided by the state to meet the needs of their communities.

## Funding

In 1992, THSSCPO was established to coordinate early care and education programs in Texas and promote standards for quality care based on the comprehensive Head Start model. The Office took on the lead role in career development, supporting the efforts through in-kind donations of task force participants and funding from the Texas Workforce Commission Child Care and Development Division.

**Texas Head Start State Collaboration Project Office**

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[illegible]

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## Collaborators

The project is guided by a statewide task force that includes representatives from state agencies, Head Start, local service providers, parents, legislators, public school personnel, and other professionals in the early care and education field. Major collaborators include:

- Region VI Administration for Children and Families/Head Start
- Texas Head Start Association
- Texas Workforce Commission
- Texas Education Agency
- Texas Association for the Education of Young Children
- Higher Education Coordinating Board
- Texas Department of Protective and Regulatory Services
- Texas Department of Health
- Texas Association of Community

Action Agencies

## Benefits and Outcomes

In 1993, the Career Development System Sub-Group developed a proposed framework for a career development system in Texas. The framework has three prongs: professional standards for roles and training; coordinated and articulated training; and a personnel registry and credentialing system.

In 1995-96, the THSSCP Task Force developed legislative recommendations, including the proposed early care and education career development system. The legislature established support for the system with the passage of House Bill 1863. The bill creates an interagency work group on early care and education programs to study the need for, design of, and potential funding for a statewide training and certification system for providers.

Some of the resources produced and strategies implemented to date are:

- A videotape produced in collaboration with KLRU-TV on the proposed career development system in Texas.
- A Community Collaboration Training Tool Kit.
- Development of a framework for an early care and education career development system.
- Two Memoranda of Understanding that addressed improved transitions among programs for children with disabilities and increased coordination of program administration.
- Publication and dissemination of a newsletter, *Linkages*.
- Promising Practices, a report of model collaborations.
- Grants to fund local transition project partnerships.
- A report for the legislature in response to House Bill 869 on the coordination of early care and education programs in Texas.
- Early Care and Education Tool Kit for Collaboration.
- A report to the Texas legislature in response to HB 1863 Section 7.05 on career development in early care and education.
- A proposal to the State Board of Professional Educators Certification (SBEC) to establish a birth through age eight teaching certificate.
- A proposal to the Texas Child Development Educators Association to complete a paraprofessional one-year certificate program for SBEC to issue.

## Challenges and Lessons Learned

The change in administration at the state level resulted in a shift in the home for the project. The priorities of the new administration were different from the old, so the project had to adjust to a different focus and level of support. It moved forward through the efforts of the task force and became stronger in its own right, beginning to establish its own identity. What seemed initially to be a barrier turned out to be a positive outcome.

Another difficulty was getting the right representatives together. In the beginning, the higher education representatives were not coming to the table. That initial barrier has been overcome, and the representatives from the Higher Education Coordinating Board are now very interested and participate fully. Some of the initial barriers with higher education were addressed by offering a pre-conference session at Texas AEYC. The session made a big difference when people heard about the career development system and understood how the pieces fit together.

# Washington: Statewide Career Development System Building

**Washington State Child Care Coordinating Council, Professional Development Subcommittee**

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## Overview

In 1987, the state legislature created the Child Care Coordinating Council with the mission of improving the accessibility, affordability, and quality of early care and education. The Professional Development Subcommittee was established and influenced by NAEYC's Institute for Professional Development and The Center for Career Development in Early Care and Education at Wheelock College.

The Professional Development Subcommittee works to promote training and career development for the early care and education and school-age care field and advises policy-makers about the importance of this issue. The group is primarily a planning and policy advisory body. They advocate for a flexible training system to meet the diverse needs of early care and education providers.

## Funding

The Office of Child Care Policy received a foundation grant of $5,000 to hire a part-time staff person. As the group made progress, the Office of Child Care Policy has contributed a quarter-time salary. In the 1997 Legislative session, $580,000 annually was appropriated for scholarships, a training approval system, and a training registry.

## Collaborators

Representatives at the early meetings included:

- Head Start Association
- Early Childhood Education Assistance Program (ECEAP), the state-funded prekindergarten program
- Four-year colleges
- Public schools
- Family Child Care Association
- Office of Child Care Policy
- Community college child care center

Current membership includes representatives from the groups listed above and:

- Head Start Collaboration Office
- Washington Association for the Education of Young Children (WAEYC)
- CCR&Rs
- Private and public colleges and universities
- Community college board
- County health departments
- School-age care professional association
- Tribal early childhood programs
- Parents
- Directors from private and public centers

## Benefits and Outcomes

The most far-reaching outcome was the 1997 legislation mandating annual training for every provider:

- In response to the mandated training, the subcommittee recommended a training approval system that will set criteria for training, but allow it to be offered in a wide variety of ways and settings.
- The training system will be fully operational by January 1, 1999.
- Washington STARS (State Training and Registry System) is now staffed by two part-time staff persons.
- Head Start Collaboration has been instrumental in gathering colleges, CCR&Rs, and other community-based trainers to discuss articulation issues.

## Earlier outcomes included:

- A part-time staff person was hired to plan, coordinate, and implement elements initiated by the volunteer body, the professional development subcommittee.
- Core Competencies were developed in five areas: family child care; infant/ toddler care; preschool care; school-age care; and Kindergarten-3rd grade.
- An Individual Training Record booklet was distributed to providers statewide to track training and education received.
- A statewide directory was established that lists the education/training institutions and organizations in the state.
- Five mini-grant projects were funded across the state. Two of these projects include: Skagit County Community Action Agency, which collaborates with the community college, Department of Social and Health Services, and Head Start to offer a workshop for Spanish monolingual licensed family child care providers; and Educational Service District 112, which collaborates with the Southwest Washington Early Childhood Training Committee to modify a child care and school-age care apprenticeship program and make it available to all providers in the county.

## Challenges and Lessons Learned

Getting people to commit their time to the subcommittee is somewhat of a barrier, since everyone wears many hats as it is. There has been some tension between community-based training and traditional higher education programs. There was also some fragmentation between Head Start and Child Care that seems to be diminished since the work of the Head Start State Collaboration Office has improved those relationships. At first there was a perception that providers didn't want training. That has changed completely; now providers are demanding training and skills to meet the expectations of the parents. When asked what is unique about the initiative, Susan Kavanaugh, part-time staff person to the Professional Development Subcommittee responded, "The project doesn't die. There are so many dedicated people who come to meetings even though they are so busy with their work and families. We work in a state that has always been very collaborative. Now, with the new legislation, we have the direction and funding we need."

# Community Training Initiatives Linked to State Career Development Efforts

**63** New York: Washington County Partners in Change

**67** Oregon: Wallowa County Community Strategy Team/Forging the Link

## New York: Extending the CDA Credential into New Sectors of the Early Childhood Community

**Washington County Partners in Change**

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### Overview

In 1993, the New York State Career Development Initiative was organized to address concerns about early care and education providers' training, access to higher education, and compensation. As part of the steering committee for the Initiative, Elizabeth Osborne, the director of Washington County Head Start, had an interest in reaching out for new ways to embrace career development at the community level. Washington County Head Start operates both Head Start and child care programs, and has had a teaching center and a regional CDA program with many resources in early care and education. In addition, the agency has maintained a long-standing successful collaboration with Adirondack Community College to generate and manage a child care center on campus.

In 1994, the Initiative applied for a grant from The Center for Career Development in Early Care and Education at Wheelock College to become one of four states in the national demonstration project called Partners in Change. New York's application called for funding three local projects, including Washington County. Once New York State became one of the Partners in Change, the Washington County Partners in Change Project started in April 1995.

The goals of Washington County Partners in Change are to:

- collaborate to offer CDA training to non Head Start staff locally in a three county region;
- work with Adirondack Community College (ACC) to accept the CDA credential for credit;
- establish a one-year certificate program in Early Childhood Studies (31 credits) at ACC;
- establish a two-year degree program leading to an AA in Liberal Arts with an emphasis in Early Childhood Studies at ACC; and
- make the degree program fully transferable to four-year colleges in the region and around New York State.

At the onset, all early care and education providers in the three county area were contacted about the project. The message was put out through professional newsletters, newspapers, and letters to all public school principals and nursery schools. Letters were also sent to all teacher's aides and assistants through the Board of Cooperative Educational Services administrative office.

The CDA participants worked with children in settings which included family child care homes (eight), Head Start (one volunteer), and special education preschool and kindergarten classrooms in public schools (four Teacher Aides).

The active involvement and support of the New York State Career Development Initiative has been a critical element and incentive to the success of this local project, as well as the involvement of the local Advisory Committee that has represented all key stakeholders.

### Funding

Funding came from the Partners in Change (PIC) project, which was funded by:

- The Danforth Foundation
- The Ford Foundation
- The Robert R. McCormick Tribune Foundation
- The Charles Stewart Mott Foundation

### Collaborators

- Washington County Head Start
- Adirondack Community College
- The Southern Adirondack Child Care Network (the local CCR&R) also collaborated in the CDA training process

The Advisory Group is made up of:

- Superintendent of Schools from Hudson Falls School District
- Director of Special Education Services from the Board of Cooperative Education Services
- Executive Director of Southern Adirondack Child Care Network
- Associate Dean of Empire State College
- Chairperson of the Child Care Management program at SUNY Plattsburgh
- A Representative from the State Education Department
- A Family Child Care Provider
- Washington County Department of Social Services Day Care Coordinator

### Benefits and Outcomes

The program was originally designed for 10; sixteen enrolled and all were accommodated. One had personal circumstances that interfered with completing the course, and two were from work environments that did not support the CDA philosophy and dropped the course. Thirteen participants obtained their CDA credentials. Three of the 13 are pursuing two-year degrees; a fourth person is pursuing a four-year degree.

The program has had a strong impact on the participants. They reported that they got a much stronger academic grounding, a sense of professionalism, and camaraderie that they would carry into their future work. According to supervisors, the quality of caregiving by the 13 graduates has improved.

The connection between the local Head Start and the CCR&R Network is stronger and very positive.

The partnership between Head Start and Adirondack Community College continues. Adirondack Community College plans to implement the degree programs that were designed in collaboration with the initiative, offering early child studies for academic credit for the first time in the community. The tentative start date is fall of 1998.

Anyone who has previously completed a

CDA credential will be able to use it for 12-13 credits at Adirondack Community College. This could affect 75 to 100 individuals in the area who have CDA credentials, and this makes the credential a viable career development path to higher education.

The initiative extended the CDA credential into new sectors of the early childhood community (in addition to Head Start). The Child Care Network is about to offer CDA training for the first time, and also now has the capacity to give CEUs for any training that they offer. Prior to the initiative, there was nowhere within a 50 mile radius to study Early Childhood Education or Child Development. Now the community college will be offering programs for the rural community.

## Challenges and Lessons Learned

Some participants experienced personal barriers and obstacles that came up during the course of the program. The Coordinator provided support and advocacy when necessary, helping them to explore options so that they could finish the course.

Some of the elements associated with the success of all the Partners in Change projects included:

- Having an advisor/mentor who helps students plan their academic careers.
- Determining a good match between participant and program with a careful application and selection process.
- Understanding the higher education and early care and education training finance systems.
- Using the state child care scholarship funds and other creative financing such as local foundations to provide scholarships.
- Buy-in from the active partners in higher education and the early childhood community.
- Effective outreach and communication to publicize the new pathways to career development.

## Oregon: Community Strategy Team Linked with Statewide Effort

### Overview

Since early January 1995, the Early Care and Education work group assembled by the Wallowa County Commission on Children and Families (WCCCF) has been working together to assure there is a complete system of supports in place in Wallowa County for young children and their families. The work group is a multidisciplinary team with representatives from almost every early care and education program in the county, including partners with agencies working with children and families. The group started with an interest to promote readiness to learn and expanded from that original topic.

In 1996, this group became part of the Forging the Link state initiative as a community strategy team with the goal of implementing some of the strategies of the statewide plan in the county. The implementation strategies include:

- local training workshops for providers;
- a child care provider support group and guest speakers for the group;
- developing a child care quality checklist with the provider support group;
- Oregon Association for the Education of Young Children/Wallowa County Chapter (W.C. OAEYC) scholarships offered to providers (particularly family child care providers);
- CCR&R newsletter;
- Buddy exchange program (mentoring);
- Training-on-wheels storymobile program;
- rotating family resource center materials to providers and families;
- placing local newspaper articles on professionalism of providers, quality early care and education programs, and importance of family involvement;
- making funds available to support providers with professionalism goals;
- a Parent's Breakfast Support Group;
- distributing Smart Moves newsletters to local businesses;
- making presentations to local businesses on the importance of family involvement in early care and education;
- a community transition team and a transition plan for the community;
- a community referral number;
- a one-page flyer listing early care and education resources and programs in the community;
- resource files of community resources for providers; and
- a Community Viewing Party to view the ABC Primetime Special "I Am Your Child."

**Wallowa County Community Strategy Team/ Forging the Link**

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[illegible]

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[illegible]

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[illegible]

### Funding

There was a Request for Proposal (RFP) for the Forging the Link grant. According to Tammie Spears of the Wallowa County Commission on Children and Families, "The incentive was that we were doing a lot of this work anyway. We felt we had a lot of this going already, so the RFP was a perfect fit with what we were doing. We pulled our efforts together and were able to stretch the $10,500 we got." Wallowa County's Forging the Link grant proposal budgeted about 60% of the total grant toward professional development activities.

### Collaborators

Collaborators include:

- Superintendent of the Wallowa County Education Service District
- Head Start Family Service/Education Coordinator
- Early Intervention/Early Childhood Special Education Program Coordinator
- Family Child Care Providers
- Wallowa County Child Care Support Project (outreach of CCR&R)
- Parent/previous Head Start parent representative
- Assistant Director of the Wallowa County Commission on Children and Families and President of OAEYC/ Wallowa County Chapter
- Mountain Valley Children's Center Director
- Parent/Grandparent/Department of Human Resources Volunteer Program Coordinator
- Case worker for Services to Children and Families
- DD Case Manager of Wallowa County Mental Health Clinic
- C.O.P.E. Program Coordinator
- Wallowa County Kindergarten Teachers
- Wallowa County Health Department Representative
- Wallowa County Librarian
- Neighborhood Learning Preschool Center Director
- Childhood Imaginations Preschool Director

### Benefits and Outcomes

### Professional Staff

Through expansion of the provider newsletter and support group, a shift is beginning to be seen in the attitude among family child care providers. There appears to be more of a professional image among family child care providers. Family child care providers are beginning to see themselves as more than "baby-sitters." The support group facilitator believes that this shift in attitude has come with the investment of additional resources in the provider support group and individual programs. She feels that the providers are seeing more value in their work because the community is investing in what they do.

The continuous effort to connect providers with other child and family agencies within the county has proven beneficial to improving the providers' self-image, along with raising the level of awareness of what quality care is and the costs and benefits of quality care. The distribution of the child care quality checklist, increase of referrals, and follow-up on referrals has also shown providers that the awareness of quality care has risen.

Community College, CDA, and activity-based training was not available in Wallowa County. This initiative has enabled the community to bring in good trainers and to provide materials and information about quality and early care and education.

### Family Involvement

The core team successfully accomplished several projects which assisted to publicize to communities within the county information and resources available to families and children. Three displays were held at local public school Open House events. The displays depicted resources and information available within the county for children and families. Also, 15 permanent literature racks featuring resources and information available within the county were provided to county agencies, schools, and businesses. The county library also furnishes providers and parents with updated and accessible information on current issues concerning families.

Currently, several of the Forging the Link core group members also participate on the Early Childhood Work Group, continue to support Parent Education Groups, and will work to establish a possible website to develop another avenue for parents to communicate.

### Continuity

The Continuity Team has successfully advertised the local referral telephone line. The referral number gives parents the opportunity to call and find out what services are available in the county and where to access services.

The Transition Team continues to meet and has developed a draft outline of the children and family programs in Wallowa County. The team is in the process of discussing how referrals are made to and from each other's programs. The team has determined that a value statement or mission statement about transitions should be developed to promote "buy-in" from all of the necessary partners. The team would like to continue to work on developing transition plans until the team members have a working document in place.

### Challenges and Lessons Learned

A barrier is getting child care providers to invest their time in some intensive training workshops. The team has identified quality child care training — up to 10 clock hours per workshop — that will cover topics in which providers have expressed interest. However, the providers do not appear willing or able to spend more than two hours to participate in a workshop. They will try to address the issue by offering one of the 10-hour workshops over two weeks on Monday and Wednesday evenings instead of two Saturday sessions. If providers do not sign up, they will try to offer shorter training sessions on the same subject.

One of the largest barriers they have encountered has been finding adequate time to accomplish their goals and activities. Although they have had many dedicated partners working on the project, all of those involved are working above and beyond their full-time job duties.

Making progress on their goals has, therefore, taken a lot of donated time from the partners. They plan to continue the efforts that Forging the Link has begun. The core team continues to meet and work through the Early Childhood Work Group that was established before they were awarded grant funding.

The core team feels that continued efforts in working with family child care providers will promote relationships between them and other early care and education providers. The team will continue their work in this area by keeping in close contact with family child care providers and continuing to offer joint activities and training.

# Statewide Training Initiatives

**73** Kansas: Kansas Head Start Collaboration Interactive TV

**77** Ohio: Winning Teams Project for Young Children: Parents and Professionals Learning Together Through Technology

**79** South Dakota: South Dakota Infant Toddler Child Care Initiative

**81** West Virginia: West Virginia Apprenticeship for Child Development Specialist Program

## Kansas: Making Training Accessible via Technology

**Kansas Head Start Collaboration Interactive TV**

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### Overview

The Kansas Head Start Association and the Kansas Head Start Collaboration Office joined forces to design and offer a series of interactive TV workshops to Head Start and child care providers in the state. The overall goal is to make training accessible to all Head Start and child care providers in the state. The initiative is linked with providing ongoing professional development opportunities for Head Start and child care throughout the state of Kansas.

The initiative began with an analysis of a training needs assessment completed by Head Start and child care providers. The analysis revealed that providers were interested in addressing the emotional needs of young children. In response, a two-day training session on "Creating Emotionally Safe Environments for Children" was delivered to nine distance education learning sites across the state.

Approximately 150 people participated in the first two-day training session, about half from Head Start and half from child care settings. The training was offered to anyone who had an interest. The training audience was diverse in educational level, ranging from high school through college, on-the-job training, and years of work experience.

Follow-ups to the training were held locally. Following a training in Hays, child care and Head Start providers developed a plan for cross-training in their community. Also, in 1997 the assignment was made that people needed to go out in their community and work with another agency.

Prior to the training, Hays community Head Start and child care providers worked in isolation. Since that time, providers have shared training and materials, visited each other's programs, and provided peer technical assistance.

During the interactive television training, the participants were requested to pair up with someone that wasn't part of their agency. In Kansas City, a child care director has become a mentor to the Head Start programs when they are writing grant proposals for their collaborative programs. People are beginning to see this as a partnership, not competition.

### How the Interaction Occurs

There are interactive television studios across the state. In rural communities, almost every school district has an interactive television studio. Larger communities may have more than one.

Coming into the studio, trainees appear to simply be watching television. However, when someone speaks, the camera focuses on them and everyone on the system at all locations both sees and hears them. Program staff work with the facilitators to have them ask a question of each of the participating groups. For example, a facilitator in San Francisco might say, "Parents need to be made the most important teacher to their children." During this part of the presentation, the television will show the San Francisco group. However, one of the participants in Topeka might state that s/he disagrees, and at the moment s/he begins to speak the television would show this participant. The facilitator might then ask, "Does anyone else feel this way?" Again, the television would show San Francisco. At that point, Kansas City and Dodge City might respond to the question. Each group would show up on the screen while they were speaking. Or, the facilitator might ask for Janet in Salina to respond to the question (facilitators have a list of all of the names of the participants).

## Funding

The sponsoring agency is the Head Start Collaboration Office through the state of Kansas Social and Rehabilitative Services. The initiative received funding from Region VII Administration for Children and Families, Department of Health and Human Services (Head Start) as well as financial support from the regional TASC (Community Development Institute). Each Head Start agency involved contributed staff time to plan and coordinate the event.

## Collaborators

- Head Start
- Social and Rehabilitative Services
- Kansas Department of Education
- Administration for Children, Youth, and Families, Region VII
- Kansas State University
- University of Kansas
- Kansas Department of Health and Environment
- Kansas Children League
- Child Care Coalition
- Parents

## Benefits and Outcomes

The training is cost-effective in comparison to using a traditional conference style of delivery ($8,841 for interactive TV versus $18,000 for the traditional conference site). For participants, the initiative offers affordable training without spending a day in travel.

As a result of the pilot, and the favorable evaluations of the trainees, the planning group expects to use interactive TV as the primary delivery mode for reaching Head Start and child care providers statewide.

The initiative is fulfilling its goal of training Head Start and child care providers in partnership. They are learning about each other while gaining valuable knowledge and skills. The impact of the initiative is expected to have far reaching effects:

- Children will receive improved quality services.
- Head Start and child care providers will share a knowledge base of skills and philosophies that promote children's optimal development.

## Challenges and Lessons Learned

The organizers have realized that interactive TV calls for such intensive teamwork and precise timing that the content needs to be scripted and rehearsed in advance. Workshop leaders need to know how to design and conduct effective interactive video training and facilitate interactions among trainees (participants seemed anxious about seeing themselves on TV). The need to train workshop leaders is a barrier that needs to be addressed.

## Ohio: Parents and Professionals Learning Together through Technology

**Winning Teams Project for Young Children: Parents and Professionals Learning Together through Technology**

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### Overview

The goal of the initiative is to improve the quality of early care and education settings for young children by strengthening the partnership between parents and early care and education providers. Winning Teams is grounded in developmentally appropriate practice and uses the relationship between parents and providers to help children learn in active, meaningful ways.

Winning Teams provides training to parents and providers through a series of three video conferences, three workshops, three parent meetings, and on-site coaching which is delivered two times each year in Ohio. The video conferences are broadcast simultaneously in urban and rural sites across the state. Sites need only have a satellite dish and an individual willing to be trained as a facilitator.

Participants are diverse in many ways. They come from city, suburban, and rural areas; they are from different races, cultures, and economic backgrounds. They are parents and early childhood providers from every sector.

### Funding

In 1995, at the request of state legislators, some of the partners shared their ideas for a broad technology-based system to make a difference in the professional development of Ohio's teachers and parents. About six months later, a line item appeared in the state budget calling for a distance learning, technology-based early childhood training program with a matching grant to be administered by the Ohio Department of Education, division of early childhood.

RISE, Inc., which at that time had been a small training program, applied for the grant. It was the only organization to do so because the grant involved a dollar for dollar match. Matching $1.25 million can be intimidating.

RISE, Inc. collaborated with several organizations that participated as part of the Design Team and then produced the program. While half the funding came from the Ohio Department of Education, matching funds were raised from private foundations, corporations, and individuals. Continued funding has been provided from the state of Ohio, with some support from the private sector.

The Mayerson Foundation was the initial funder. Others followed, including Proctor and Gamble, The Student Loan Funding Corporation, Mead Corporation, Star Bank, the Jennings Foundation, and more.

## Collaborators

Those that participated in the Design Team were:

- National Association for the Education of Young Children
- Ohio Department of Education
- Ohio Association for the Education of Young Children
- Ohio State University, Extension
- Ohio Head Start Association
- Parent's Inc.

Administrators and Managers who partnered to carry out the project include:

- Ohio CCR&R Association
- Ohio Head Start Association

Other partners and collaborators include:

- The Mayerson Academy
- Bartlett Communications
- WCET-TV
- Miami University Center for Human Development, Learning and Teaching

## Benefits and Outcomes

In its first year, the program provided early childhood development training to 5,000 parents of young children (from birth to age five) and early care and education providers. Parents learned about child development and how to have a positive impact on their children's development. Parents and providers learned how to communicate effectively and work as partners.

## Challenges and Lessons Learned

Several barriers were encountered in developing this program: the funding match was difficult; timelines were tight (17 months); collaboration that involved bringing Head Start and CCR&R representatives to the same table was harder than anticipated; enrollment was begun before content had even been developed; and setting up partnerships between parents and teachers took effort. All barriers were overcome through passion for the goal and extensive communication. The match was met and the program delivered on time. Working together as a team was the cornerstone of the program and people did learn to partner.

The Winning Teams project provides a statewide program that trains parents and early care and education providers together, encouraging each to share their unique perspectives to benefit children. It provides training for all early care and education settings together using satellite technology, which expands availability of training.

## South Dakota: A Statewide Initiative Focused on Improving Infant/Toddler Service Delivery

### Overview and Funding

In 1996, the Bush Foundation contacted the state Office of Child Care Services and asked if they would apply for the grant to bring infant/toddler training into South Dakota. The Bush Foundation encouraged the use of the West/Ed Infant/Toddler Training Intensive Program because they feel that providers can benefit from this type of training.

This initiative is in the planning stages. In November 1997, the state received the first installment of a three-year, $2.1 million award from the Bush Foundation to launch a statewide initiative using the West/Ed program. Beginning in Rapid City in May 1998, 75 to 80 individuals from across the state will be trained as trainers.

In South Dakota, there are waiting lists for infant/toddler care across the state; 34% of the caseload for welfare reform are under age three. According to West/Ed, in other states more slots became available for infants and toddlers after providers took the infant/toddler training because the providers became more comfortable caring for babies.

The Bush Foundation envisions local planning committees generating ideas that will address infant/toddler services in the region, identify resources for training delivery, and serve to coordinate the process. The goals are to:

- have a more consistent and developed training system for providers in South Dakota;
- provide ongoing training of providers in all areas of the state (currently there is no coordinated statewide training); and
- address the rural and reservation needs of the geographically dispersed population.

### Collaborators

- Bush Foundation
- University of South Dakota program serving families with special needs
- South Dakota State University, Early Childhood Department
- Sinte Gleska University, a tribal community college
- Healthy Start, a tribal program
- Parent Child Center in Rapid City
- Head Start State Association Director
- Head Start State Collaboration - Project Checkpoint
- State Department of Education
- State Office for Child Care Services within the State Department of Social Services
- Enrichment Projects
- CCR&Rs

**South Dakota Infant Toddler Child Care Initiative**

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## Planning Features

It is too early in the planning process for the partnership to have realized benefits and outcomes.

The initiative is intended for many different audiences (e.g., parents, relative care providers, unregulated providers, and those who work in registered and licensed child care). It is the concept of nurturing the nurturer.

Each region and tribe will decide what will work best in their area, but there will be a requirement of three hours of training for those that are taking care of relatives in the subsidy program.

As the statewide system of career development is becoming more structured, the state is developing a resource and information system.

The career development components in place in the state are the beginnings of a career lattice, the proposed infant/toddler initiative, and a CDA Coordination Project. To provide review and input on career development, 14 public forums were held across the state. The planning process has raised awareness and informed the state leadership about those individuals and organizations across the state that are the key players.

Each tribe in South Dakota will receive funds to coordinate training on their reservation. Off-reservation, the funding will be channeled through the five early childhood enrichment sites located throughout the state. Each of the sites are linked to a tribe.

The initiative has hired a state training coordinator to oversee the project and all early childhood and school-age training.

## Challenges and Lessons Learned

A unique feature of South Dakota is the nine reservations located in the state. The planning group wants to ensure that early care and education needs are met in a way that enables tribes to have access to resources to deal with the ramifications of welfare reform.

The rural areas pose challenges of geography and distance. Other barriers include identifying who the players should be in terms of training delivery and dealing with the issue of trainer turnover.

Another challenge is ensuring that funding will be in place to sustain the initiative after the Bush Foundation grant is over. Part of the sustainability plan will be to identify where the local support is (such as through the extension service). The training will be a public-private effort and the communities will need to support the training locally.

# West Virginia: Using the apprenticeship concept effectively in an early childhood setting

**West Virginia Apprenticeship for Child Development Specialist Program**

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## Overview

The Apprenticeship for Child Development Specialist (ACDS) program is for people who are employed in early care and education programs. Many of the participants come from Head Start programs. Classes provide an opportunity for people from Head Start, child care, and public school programs to learn and share together. With an apprenticeship focus, the program requires extensive on-the-job training under supervision and related course work and assignments. The purpose of the program has been to promote highly skilled, confident, early childhood employees, quality early childhood classrooms, and informed, supportive early childhood professionals. Increased compensation is linked with the program, as well.

People enrolled in the program attend four semesters, each of which is 15 weeks long, with one three-hour class each week. Upon completion of the four semesters of related instruction, and 4,000 hours of on-the-job training, the apprentices have met the requirements of the Child Development Specialist Credential from the United States Department of Labor and have done the preparatory work to be able to submit their portfolios for the CDA credential. The Head Start Bureau recognizes that individuals who complete the ACDS requirements and receive the state-awarded certificate for preschool teachers meet the qualifications for Head Start classroom teachers. All participants receive a certificate as a Child Development Specialist from the Bureau of Apprenticeship and Training and the West Virginia Department of Education.

## Funding

Ongoing support for ACDS programs can come from several funding options, including:

- sponsorship by Head Start agencies for educational development of providers;
- sponsorship by the West Virginia Department of Education, Division of Technical and Adult Education Services and Department of Health and Human Resources – to date, four grants of $25,000 each have been received to fund ACDS in counties around the state;
- sponsorship by county vocational schools through Carl Perkins Act funds;
- grants and support from the Benedum Foundation for statewide coordination of ACDS, completion of the curriculum manual, and two pilot projects;
- WV Head Start State Collaboration grant for ACDS expansion with an emphasis on inclusion of family child care providers and West Virginia Works clients; and
- charging a fee per apprentice per semester that may be paid by the apprentice, paid by the employer, or

shared by the apprentice and employer. In the case of Head Start agencies, the grantee agency generally pays for their staff to attend ACDS. If a fee is charged, each local council determines the amount of the fee. The cost should be kept at a minimum in order to provide quality training at an affordable price.

The estimated cost of the program at one site is $1,250 per semester. The ACDS council recommends a minimum of 15 and a maximum of 25 participants to begin a first semester class.

### Collaborators

The primary partners are:

- The State Office of the Bureau of Apprenticeship and Training
- U.S. Department of Labor
- Bureau of Vocational, Technical, and Adult Education
- WV Department of Education, River Valley Child Development Services
- Head Start Bureau
- Local vocational schools
- Local colleges/universities which have articulation agreements with the program

The program is governed by an executive council upon which Head Start has always been represented.

### Benefits and Outcomes

- The program provides nationally recognized certification through the U.S. Department of Labor.
- Employers increase apprentices' wages after they complete the ACDS program.
- The ACDS program prepares apprentices for future application for the CDA credential.
- The ACDS program was accepted by Head Start as meeting the qualification for certification of Head Start classroom teachers.
- Articulation agreements now exist between the ACDS program and a number of community and technical colleges, thereby allowing students who continue on to get an associate's degree to apply credits already earned from ACDS toward the total number of credits required for the degree.
- Uses the Apprenticeship mechanism, which is national and possible in all states.
- Since the development of the program, 480 apprentices have completed related instruction, 90 instructors have been trained, and 280 apprentices are currently enrolled.
- Production of the ACDS Instructor's Guide and Starting Point: A Collection of Curriculum Ideas for Teaching Child Development Specialists.

## Challenges and Lessons Learned

Challenges include establishing a smooth flow for program implementation county by county, defining the steps involved in requesting and receiving funds through grants distributed through the state agencies, and securing funding for statewide coordination of the program.

Lessons learned include:

- the importance of having a key person in the county who will coordinate efforts necessary for program implementation and follow through;
- the importance of establishing strong local councils to ensure continuity of the program within the county; and
- the reality of collaborative partners who share the work, the responsibility, and the rewards of a successful effort.

# Multi-Area Training Initiatives

87 Georgia: DeKalb County Early Head Start Network

89 Massachusetts: Lawrence, Methuen, Andover, and North Andover Community Partnerships for Children

91 Missouri: Forum for Early Childhood Organization and Leadership Development

95 Nebraska: Mid-Plains, South Central, and South West Early Childhood Education Coalition

97 New Mexico: Western New Mexico Early Childhood Training Coalition

99 North Carolina: Macon Program for Progress New Horizons Training Center

## Georgia: Early Head Start Works with Family Child Care Providers

**DeKalb County Early Head Start Network**

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### Overview

The DeKalb County Early Head Start Network in Georgia is a part of the federal Early Head Start (EHS) program. EHS funding is targeted nationally toward pregnant women and families with children from birth to age three who are eligible according to federal income guidelines. When space is available, families with children from birth to age three who have disabilities do not have to meet income guidelines.

The EHS Network managed by the Child Care Support Center (CCSC) offers child development, parent education, and family support services to families in three metropolitan Atlanta neighborhoods. It serves 75 pregnant women and families and an estimated 90 infants and toddlers each year.

Two types of EHS services include a home-based option for stay-at-home mothers, which features technical assistance and education through home visitation and socialization activities, and an option for children in family child care homes. This option includes technical assistance visits and education through trained specialists' visits to the family child care provider as well as supports to families. Both options enable parents to develop leadership skills, build supportive relationships with families nearby, and to play an instrumental part in program implementation.

Training is provided to family child care providers through competency-based, state approved workshops. Family child care providers either have or are working toward a CDA credential and receive scholarships to attend the CCSC's National Family Child Care Conference.

### Funding

For almost a decade, CCSC has been developing and offering technical assistance through a Neighborhood Child Care Network initiative. In EHS communities, these efforts were originally funded by a grant from The Ford Foundation. Community partners in each residential area bring additional funding and resources to the EHS initiative.

### Collaborators

Institutional and community partnerships are a key ingredient in the initiative. Partners in the DeKalb County Early Head Start Network include: the Scottdale Child Development and Family Resource Center; DeKalb Initiative for Children and Families; Decatur Family Connection; Whitefoord Family Resource Center; and William T. White Family Resource Center. Schools, medical institutions, and local human service agencies also collaborate to deliver services to EHS parents and children. Other local and state partners include Georgia Academy, the Georgia Council on Child Abuse, Babies Can't

Wait (early intervention), and the state-funded Family Connection.

### Benefits and Outcomes

A special feature of the DeKalb County Early Head Start Network is the community development work that accompanies home visitation and technical assistance. Neighborhood committees, established in the three communities, have piloted new forms of community governance, financing, and service delivery that emanate out of community-based family resource centers. Through intensive outreach and service coordination through these hub sites, families benefit from comprehensive supports and resources.

The training aspects of the network contribute greatly to the community as a whole. The quality of care in family child care homes improves over time, leading to better outcomes for the EHS children as well as the other children in family child care homes. Training includes competency-based workshops, on-site technical consultation from staff and other consultants, telephone consultation, written information, and informal networking among providers. In addition, because family child care homes frequently have more flexible hours than child care centers, many parents who work nontraditional hours (such as 2nd or 3rd shifts or on weekends) benefit from the quality and availability of trained family child care providers.

Another feature of the program that recommends itself is the development of friendships. By working in the communities where families live, staff members become involved with family child care providers and families on an intimate basis. They know how to respond to needs in specific ways (e.g., lending toys and books, helping with medical appointments, contributing to a parent's mastering of work-related skills, and introducing families with similar interests to each other).

### Challenges and Lessons Learned

The DeKalb County Early Head Start Network is a community-based model that offers comprehensive services through a home-based component as well as through over 20 family child care providers. One challenge is to ensure that each family child care provider successfully meets Head Start Performance Standards. A second challenge is to continuously develop strategies to help families respond to the requirements of welfare reform.

In summary, the CCSC has learned that developing strong relationships with community partners has positive results for children, families, and family child care providers. Offering EHS services through family child care providers has had a number of benefits. This model:

- enables children who may not be eligible for EHS services to benefit from the training and support offered to providers through EHS;
- allows for an age and income mixture of children in EHS settings; and
- lets the provider care for siblings of EHS children, thus streamlining early childhood services for the parent.

# Massachusetts: Community Partnerships between Head Start, Local Education Agencies, and Child Care to Create More Integrated Systems of Care

**Lawrence, Methuen, Andover, and North Andover Community Partnerships for Children**

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## Overview

The Massachusetts Department of Education makes funds available statewide through Community Partnerships for Children to enhance collaboration among Head Start, local education agencies, and child care providers in order to create more integrated systems of care. The Greater Lawrence Community Action Council, Inc., the agency that sponsors Head Start, spearheaded the process in Lawrence in 1992 by forming the Lawrence Community Partnerships for Children Council. Initially, the group met weekly to develop and submit a proposal for a Community Partnerships for Children Program. The program was funded in 1993, and increased funding in 1996 and 1997 allowed for Community Partnerships to expand to Methuen, Andover, and North Andover. Each community has its own council.

The initiative addresses the training needs of providers in the Greater Lawrence area, a diverse urban area north of the city of Boston. At monthly meetings, the Councils discuss community needs, service needs, and methods for improving services. Training needs are prioritized and ranked; proposals from providers and/or training consultants are then selected to address the training needs.

A training schedule is developed and given to programs participating in the initiative. Most workshops have a capacity of 40, and slots are distributed equally among participating programs. All trainees are working in early childhood settings, and many have degrees, CDA credentials, and other early childhood licensing credentials. About 50% are bilingual/bicultural (Spanish/English).

## Collaborators

Partners in the start-up of the Community Partnerships for Children in Lawrence, Methuen, Andover, and North Andover were Greater Lawrence Community Action Council, Inc. (lead agency), Head Start, the public schools, Child Care Circuit (the local CCR&R), and several local child care centers.

## Benefits and Outcomes

Between 1992 and 1997, the Lawrence, Methuen, Andover, and North Andover Community Partnerships for Children program achieved the following outcomes:

- Offered joint staff training in such areas as pre-reading skills, early childhood art activities, behavior management, working with parents, classroom set-up, and conversational Spanish.
- Purchased developmentally appropriate curriculum resources and supplies.
- Established Parent Resource Libraries.

- Sponsored a community childhood health fair.
- Coordinated a citywide preschool developmental screening program.
- Improved information-sharing and transition process between early intervention, preschool, and kindergarten programs.
- Sponsored three legislative luncheons to share community early childhood priorities.
- In 1996-97, the Lawrence Community Partnership for Children sponsored a series of fifteen workshops.

### Challenges and Lessons Learned

In Lawrence, as in many communities across the nation, unresolved issues among providers had to be addressed in order for the partnerships to move ahead. To facilitate this process, an outside consultant was hired to steer the group toward common ground. The consultant was experienced in community collaborations and interagency agreements, in addition to working with at-risk children, which gave her credibility with Council members. With the consultant's help, ideas were blended into one seamless proposal and lessons were learned that helped steer the group through rough waters during the development of the Methuen Community Partnerships for Children and the Andover/ North Andover Community Partnerships for Children.

## Missouri: Leadership Training in a Six State Area

**Forum for Early Childhood Organization and Leadership Development**

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### Overview

The purpose of the Forum is to build leadership and management capacity in current and emerging early care and education leaders (e.g., center directors, program managers, site coordinators, administrators). Delivery is multifaceted, and services are tailored to specific needs or requests. Some activities and offerings include:

- Center Director's Institute (30 hours) with college credit attached.
- Scholarships may be available to enable individuals to participate in forum activities.
- Articulation between/among higher education and adult education representatives.
- Advocacy to increase policy-makers' understanding of the contribution early care and education leaders make to quality education.
- Policy forums across the six state area to talk about policy issues relevant to the early care and education field.
- Seminars, workshops, trainings, and course offerings in topics such as: strategic planning; personal/professional development plans; interactive management; volunteer management; board training; marketing for nonprofit early care and education programs; and evaluation.
- A website – http://cctr.umkc.edu/user/mcnl.
- A distance learning component focused on video supplemented instruction, CD-ROM, and training offered over the Internet is currently under development.

The Forum serves the six state area of Arkansas, Iowa, Kansas, Missouri, Nebraska, and Oklahoma and is an integral part of the Midwest Center for Nonprofit Leadership (MCNL). Through the Forum, and MCNL, the same core of leadership and management capacity-building training options are tailored to meet the unique needs of a diverse clientele (e.g., state, county, and city government leaders; civic, religious, and business leaders; and prospective and practicing family child care providers and center-based providers, Head Start management, and program leaders).

### Funding

The Forum is supported by:

- The Ewing Marion Kauffman Foundation
- The Charles Stewart Mott Foundation
- The Danforth Foundation.

In-kind support is received from the University of Missouri-Kansas City and from the Henry W. Bloch endowment from the School of Business and Public Administration.

The Fern Webster Professional Development Scholarship Initiative is an endowment from The Ewing Marion Kauffman Foundation with four major emphases: scholarships to individuals; creation of the early childhood higher education consortium; advocacy on the state level in Missouri and Kansas; and development of institutes for child care program directors. Fern Webster Scholarships can be used by Kansas City-area participants in the Center Director's Institute.

## Collaboration

The National Advisory Council gives the Forum guidance regarding current national trends and emerging issues that will impact leadership capacity building in the field. The National Advisory Council is comprised of: policy-makers; practitioners; educators; and representatives of government, social services, the business community, and the communications industry. Fostering cross-communication between members of these fields is essential to the Forum's goal of increasing interest and understanding in the business and public sector of major issues involved in delivering high quality early care and education.

The Regional Advisory Council serves as the Forum's "eyes and ears"; it helps the Forum stay current on the divergent needs of the urban, rural, and suburban communities throughout the six state region. Regional Advisory Council participants include: state legislators; policy advocates; representatives from the legal and health fields; representatives from the Head Start Quality Improvement Center (QIC) and the Head Start Disabilities QIC; Head Start agency directors and executive directors; center-based program directors; and representatives from higher education. Another partner is the Learning Exchange that serves the bi-state area as a private educational agency. There are also representatives from multiple school districts across the six state region, as well as representatives from CCR&Rs from six states.

Partnerships with higher education institutions led to the formation of a higher education consortium, which is working toward a career development ladder. At the University of Missouri-Kansas City, there is a partnership with the School of Education, and they are developing partnerships with the School of Medicine and Allied Health Professions as well the School of Law.

## Benefits and Outcomes

Expected outcomes and strategies to reach them include:

- Enhanced leadership capacity within the early care and education field regionally.
- Expanded institutional capacity to address the management, organizational, and leadership development needs within the area.
- Development of a new specialized master's degree program.

- Creation of a new career ladder opportunity in the early care and education field.
- Increased interest and understanding in the business and public sector of major issues involved in delivering high quality early care and education.

### Challenges and Lessons Learned

The rate of change is slow across all the systems that impact the lives of children and families. The project is in the start-up of a three-year funding cycle. Currently, there is a heavy investment in establishing relationships, building trust, and breaking down the territorial walls little by little. It takes time to develop a trusting relationship. Time is one of the major investments.

A university-based business and public administration program with a center for leadership development in the early care and education field is unique. The Henry W. Bloch School of Business and Public Administration has more endowed chairs than any other business school of its size in the country; for early care and education to emerge as a major emphasis in this school has great potential for replication.

## Nebraska: Regional Training and Information-Sharing Initiatives

**Mid-Plains, South Central, and South West Early Childhood Education Coalition**

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### Overview

Mid-Nebraska Community Services Head Start is a participant in three Regional Training Projects—the Mid-Plains Early Childhood Education Coalition, Southwest Early Childhood Education Coalition, and the South Central Early Childhood Education Coalition—and a fiscal agent of two of them. These regional training grants, which blanket Nebraska, share several elements:

- each sets its own goals and objectives;
- each is designed to assist current and potential providers in the creation and implementation of early care and education staff development opportunities; and
- each works with the Early Childhood Training Center, a statewide entity.

The projects are designed to serve the needs of professionals working with young children from birth to age eight. The training types, delivery methods, and topics were developed from a survey sent to all early care and education providers in the area. The project is intended for public school educators and early care and education providers. Training is open to anyone interested, including Head Start parents.

The major goals of the project are to:

- distribute an Early Childhood Training Calendar bi-monthly to early care and education providers (this calendar is also on the Internet);
- include educational material in the training registry on topics of interest with presenter names and contact information;
- offer a wide variety of educational opportunities in the form of workshops, credit classes, and post-graduate classes in the area;
- explore the use of the Internet and distance learning in the area as a methodfor reaching early care professionals; and
- work cooperatively with the Early Childhood Training Center to ensure the highest quality of materials delivered.

### Funding

Federal CCDBG funds, through the Nebraska Department of Education, support the Regional Training Projects. Additional funds are provided by the Head Start State Collaboration Office. The projects are tied in with Nebraska's Good Beginnings Initiative, which started in 1994 with First Lady Diane Nelson as the Chair. Good Beginnings is a partnership between state agencies and local communities to promote the health and education of young children.

### Collaborators

State-level collaborators for the Early Childhood Training Project are:

- Head Start programs and the Nebraska Head Start Association
- Nebraska Department of Education
- Head Start State Collaboration Office
- Professional Development Committee
- Early Childhood Training Center
- Nebraska First Lady's Good Beginnings Initiative

Local Collaborators in Mid-Nebraska Regional Training Projects include:

- Mid-Nebraska Community Services Program, including Head Start
- Mid-Plains and McCook Community Colleges
- Educational Service Units #15, #16, #11, and #10
- Head Start
- Department of Health and Human Services
- UNL Cooperative Extension
- Region II Heartland Parent Center
- McCook Good Beginnings Program
- Local family child care providers
- American Red Cross
- University of Nebraska at Kearney
- Education Prevention, Intervention Community Council
- Job Training of Greater Nebraska
  Area United Way Agencies
  Public Schools

### Benefits and Outcomes

Two of the three training calendars have Internet home pages created with the help of the Mid-Plains Community College, the University of Nebraska Extension Office, and the Education Prevention Intervention Community Council. There are 18 links with other websites, a training calendar, and registry for providers. The home pages are unique in the amount of information they provide.

### Challenges and Lessons Learned

Scheduling of training at times when everyone can be included has been a challenge. Family child care providers need training to be offered during the evenings or on weekends.

## New Mexico: Indian Head Start Leads a Regional Collaboration

**Western New Mexico Early Childhood Training Coalition**

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### Overview

The Early Childhood Training Coalition is in the formative stages. It was formed to share training, pool resources, and expand CDA training opportunities in the area. The coalition is a response to an analysis of training needs within the Laguna Head Start program and an effort to meet those training needs without duplicating efforts of neighboring early childhood providers.

The Laguna Head Start director called a meeting, invited neighboring programs, and everyone came to share training information. Plans under discussion include the development of a training calendar, which opens all training to all sectors of the community. There has also been discussion about developing a more comprehensive career development system that specifies levels of progression with education attached to the various levels. In Laguna Pueblo, training that is being shared with the community includes Bus Driver training and CDA, child development, and Head Start-related training. It is open to anyone in the community with priority going first to staff in the program and second to parents in the program.

Two forces motivated Laguna Head Start to make career development a priority. First, the tribe is strongly recommending higher education for all Laguna people. Second, there is a need to expand the Head Start program and obtain qualified providers for the expansion. The Head Start director began to network with neighboring early childhood and Head Start providers; the Training Coalition resulted.

### Funding

The tribe's goal of encouraging all Laguna people to pursue higher education is supported by a $2.5 million dollar endowment that generates over $200,000 for scholarships for Laguna people to attend college. Funding for the Coalition has come from Head Start programs and from each of the members who pay their own expenses. They have found that sharing expertise among several early childhood programs' staffs allows them to keep costs at a minimum. So far, there has been no need to hire outside consultants. Current staff members provide the training to each other's programs along the lines of a mentorship model. In the future, as the partnership expands and increases in membership, they may need to seek outside funding to support their efforts.

### Collaborators

- Laguna Head Start
- Laguna Child Care
- Maternal Child Health for Cibola County
- Acoma Head Start
- Acoma Child Care
- Alamo Head Start
- Alamo Child Care
- Community Development Institute
- Midwest Community Action Program

## Benefits and Outcomes

The immediate outcome has been to break down the barriers among providers and help them start communicating with one another. Under discussion are plans for:

- a training calendar to share all training events in Western New Mexico; and
- a Western New Mexico Collaborative Training Conference.

## Challenges and Lessons Learned

Distance and lack of resources are barriers. Programs are very rural and isolated. These are both barriers and incentives to collaborate. Travel to Washington, DC for the National Indian Head Start Training Conference is costly, so finding ways to bring equivalent training to the region becomes a high priority. Breaking down the barrier between Indian and non-Indian Head Start has been a challenge. There are many unique differences in how the programs are administered, particularly the impact of tribal sovereignty, which do tend to separate Indian from non-Indian programs. However, common ground and incentives – such as better training resources available to staff – enhance the reasons to collaborate.

## North Carolina: A Multi-Faceted Training Initiative Develops from a Strong Head Start Program

### Macon Program for Progress New Horizons Training Center

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### Overview

Macon Program for Progress (MPP) Head Start provides quality comprehensive services to young children (from birth to age five) and their families. A full inclusion model of seamless services is accessible to children and families with differing needs. Partnering with families, the innovative and comprehensive service delivery system is customized to the ever-changing needs and desires of those served. The program operates year-round and offers full-day and extended hours of care as needed.

On the basis of recognized program quality, MPP Head Start was called upon to expand its outreach to provide training for other programs. In 1994, MPP Head Start established the MPP New Horizons Training Center to enhance the skills of early care and education providers. The training component has grown into a regional, statewide, and national initiative utilizing the model classrooms as learning labs for experiential training.

The MPP New Horizons Training Center offers several training projects that are designed to improve the quality of care for all children. As the Region A Partnership for Children, Inc. Regional Training/Model Demonstration Center, they provide training and technical assistance to early childhood programs in the seven westernmost counties in the state and the Eastern Band of Cherokees. Training focuses upon enhancing skills and promoting professional development through improving credentials, increasing the educational level of staff, and capitalizing on current research to create optimum learning environments for children.

They were awarded a grant from the state to become a North Carolina Information Highway (NCIH) site. This digital distance learning technology gives them the capacity to offer interactive video training statewide. Transdisciplinary training is presented monthly via NCIH. And, for the past two years they have presented Phase IV Management Training to approximately half of the Head Start programs in the state via NCIH.

They provide the technical component of the North Carolina Quality Initiative. This statewide initiative, in which they participate with Chapel Hill Outreach Center, is an effort to bring all Head Start programs in the state to NAEYC acccreditation standards by the year 2000.

They offer a birth to age three infant/toddler mentoring model of training in which a provider spends a day at the center shadowing mentor teachers. This training includes family child care and center-based providers.

Community college and university courses for providers, parents, and child care administrators are frequently taught on-site at MPP New Horizons Training Center. An example of one of these courses is the North Carolina Child Care Credential.

A training calendar is disseminated to over 500 early childhood providers in the area including family child care providers and center-based providers.

## Funding

Funding sources are primarily federal (Region IV ACF Head Start) and state (North Carolina Partnership for Children Smart Start). State Smart Start funds now require funding and support from the private sector. Private contributions to Smart Start are made through trust funds across the state.

MPP Head Start participated in a partnership to access start-up funds for the training center. In addition, through visionary leadership and innovative projects, MPP Head Start accesses multiple funding streams. Not all funding streams yield substantial amounts of support, but MPP Head Start's creative thinking has established a broad base of funding sources.

MPP New Horizons Training Center wrote a grant to be part of NCIH, and they also tapped into the Community Link system through the Southwestern Community College.

The program supports staff participation in the T.E.A.C.H. Early Childhood® program, which provides financial assistance for early childhood training and course work. Program funds are combined with T.E.A.C.H. Early Childhood® funds to make this opportunity available to providers.

## Collaborators

A major strength of MPP New Horizons Training Center is its eagerness to work collaboratively with other agencies and service providers to maximize and streamline services for children and families. The following are among those with whom the program collaborates:

- NC Department of Health and Human Services, Division of Child Development
- NC Department of Public Instruction
- Administration for Children, Youth, and Families (ACYF), Head Start, Region IV
- Region A Partnership for Children, Inc.
- Higher education institutions, including Western Carolina University and Southwestern Community College
- NC Information Highway (NCIH)
- NC State Collaboration Office
- National Head Start Association
- NC Head Start Association
- Western Kentucky Head Start Quality Improvement Center (HSQIC)

## Benefits and Outcomes

Through its distance learning capacity, MPP New Horizons Training Center has delivered specialized training, and initiated collaborative roundtables, for Smart Start as well as Head Start programs statewide. The support networks that have resulted from these initiatives remain strong and active, creating new "communities" via technology among programs across North Carolina.

The highly qualified staff at the center includes nationally certified mentors and NAEYC validators. The specialized training of key staff members contributes to continuous quality improvement within the program and to the successful translation of theory into practice for trainees who come from other programs for training. On-site training provides participants hands-on guidance and practice in high quality early care and education for infants, toddlers, and preschoolers (including children with differing needs). Trainees respond favorably to the high involvement and guided practice which are part of the on-site training model.

Other distinguishing features of MPP New Horizons Training Center and its programs:

- Fully NAEYC accredited since 1988.
- MPP New Horizons Training Center is the only child care center to be designated a training site on the North Carolina Information Highway.
- Designated as a Model Technology Center by the National Head Start Association in 1996.
- Recipient of a 1997 national "Program of Achievement" award at the National Head Start Association Conference. Applied for the Award of Excellence in 1998 and have been notified that this award will be received in April of 1998.

## Challenges and Lessons Learned

In the face of dramatic social changes, technological advances, and an information explosion, the natural resistance to change can create barriers. MPP Head Start has developed a climate for change among staff and parents by establishing common goals and promoting a unified commitment to excellence. Building a teamwork atmosphere has been important in strengthening the capacity to welcome and address challenges as opportunities for success and improvement. Change has become an inevitable and expected part of their work with children and families.

The geographic remoteness and distance between the small communities of Western North Carolina created barriers of access and service delivery. Technology has made great headway in diminishing the remoteness of these areas through distance learning. Computers, live interactive video training, the Internet, and other advanced electronic communication tools are creating a broader, more inclusive, community with full and efficient access to services.

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105 Arkansas: West Campus Technical Center
107 California: Sacramento Employment and Training Head Start
109 Florida: Adopt a Preschool Project
111 Montana: Bi-Level Early Childhood Care and Education Practitioner Training
113 Texas: Connections for Early Childhood
117 Washington: Puget Sound Educational Service District, Head Start Family Child Care

# Community-Based Training Initiatives

## Arkansas: CDA for College Credit

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### Overview

The program at this vocational-technical school is designed to prepare high school students and teen parents for careers in early care and education. The school has a licensed infant/toddler center for children of teen parents. The program director saw a need for CDA training for the high school graduates so they would be employable when they graduated. This evolved into a collaboration in the community that has promoted both CDA and Child Development Specialist credentials for all sectors of early care and education providers in the community.

Two years ago, the program began to offer CDA training for college credit open to all providers in the community. The classes are two nights a week for three hours. Upon completion, the participants have met requirements for the CDA credential, plus the Child Development Specialist credential from the United States Department of Labor. The program is offered to providers who have 1,000 hours of experience (on-the-job training). Many already have degrees and are returning for the CDA credential.

### Funding

The School to Work Opportunities Act brought new projects and new funding opportunities. The school's apprenticeship program had been well established. Offering a CDA credential falls into the funding parameters with the Bureau of Apprenticeship and Training in Arkansas. The program and CDA training is paid for by the Bureau of Apprenticeship and Training with federal Department of Labor funds.

### Collaborators

The primary partners are the Fayetteville Schools and Washington County Head Start. Also participating are private, nonprofit, and church-based providers, the Family Day Care Providers Association, University of Arkansas Human Development and Family Studies, and Northwest Arkansas Community College, which gives six hours of college credit.

### Benefits and Outcomes

- Articulation between schools and community college resulting from the School to Work Opportunities Act resulted in a state body (The Early Childhood Commission) paying all the assessment fees for the CDA candidates.
- College credit is given by the community college (six credits for completing the CDA credential).
- The community college started an early childhood program to meet the growing demand for providers with the CDA credential.

- Employers offer higher pay to providers who have obtained CDA credentials.
- Employers who place newspaper ads for providers now state "CDA required" in the ad.
- Several family child care providers and centers are working on national accreditation.
- In two years, there have been about 34 graduates.

### Challenges and Lessons Learned

The only challenge was working with the CDA credentialing body and understanding all the requirements.

There are many different kinds of students involved in the classes. For example, experienced providers from the New School, which caters to families of means, share classes with providers from Head Start, family child care homes, preschool, and infant/toddler programs.

There has been media interest in the program. The program director, Phyllis McGinty, says "With the press coverage, the community knows what the CDA credential is, and parents are demanding it for their children in care."

## California: Provision of Training and Career Counseling for a Diverse Group of Entry-Level Participants

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### Overview

The Early Childhood Education Collaboration in Sacramento County involves many different agencies and includes a variety of projects. The Early Childhood Education Collaboration goals are to ensure the availability of quality early care and education for all children and families in the county who need it and to promote professionalism in the field.

One of the partnerships involves Sacramento Employment and Training Agency (SETA), Head Start, and Child Action, Inc. along with 11 other community agencies or organizations. The main purpose for this partnership is to address the need for quality and affordable early care and education by providing professional development training and counseling to providers or potential providers.

The Child Care Coalition identified the need to recruit and train providers to work in centers and homes. Participants receive guidance and career counseling to help them decide on the career path that is right for them, whether it is in a family child care home, a child care center, or another setting.

The initiative includes Head Start parents, TANF recipients, and is open to anyone interested in pursuing a career in early care and education. Trainees are mostly women, but a few men participate. Most have had no training or limited training and no college experience. They represent a diversity of ethnic groups including African American, Asian, and Latino (many of whom are monolingual Spanish speakers).

### Funding

Sacramento Housing and Redevelopment Agency (SHRA) administers the federal Community Development Block Grants, funds from California Department of Education. SHRA identified $20,000 to be used for start-up grants for low-income family child care providers. Funds are limited to $1,000 per participant and cover training costs and other start-up expenses.

The Los Rios Community College School District administers the Child Development Training Consortium funds, which provide educational stipends for registration fees and books. They also administer the Mentor Teacher Project which places mentor teachers in early care and education programs and provides stipends to both the mentors and the programs. Head Start also utilizes some Training and Technical Assistance funds from their Head Start grant to pay for a portion of professional development training.

### Collaborators

- Sacramento Head Start
- Child Action, Inc. (the Sacramento CCR&R)
- Los Rios Community College
- Child Care Coalition

- Rancho Cordova Coalition
- Family Child Care, Inc.
- City of Sacramento
- Sacramento Child Care Initiatives
- Sacramento Valley Organizing Community
- County of Sacramento
- Mutual Assistance Network of Del Paso Heights

## Benefits and Outcomes

This partnership was initiated in light of welfare reform and the increasing demand anticipated for developmentally appropriate early care and education services in Sacramento County. Outcomes anticipated include the following:

Participants will have options to pursue employment or a professional career as a family child care provider or center-based provider.

Participants will have an opportunity to continue their education and professional growth. They can work toward becoming: an Assistant (six units in early childhood education); an Associate Teacher (Early Childhood Education Certificate/12 units in early childhood education); or a Teacher (24 units in early childhood education/16 units in general education/associate's degree).

Some of the providers will go on to fill a demand for teachers or teacher assistants now needed in the public schools because of the reduction of kindergarten class sizes to 20 children.

The project trained over 100 participants in 1997 and hopes to serve another 100 in 1998.

## Challenges and Lessons Learned

The most prominent barrier to entry is the perceptions that many participants have that their educational level prevents them from progressing on a career ladder in early care and education. Some perceive that they need to have completed college to be a family child care home or center-based provider. Often, potential participants do not pursue this type of work because they do not think they have enough education to qualify. Recruitment efforts are informing the general public about career opportunities in family child care or child care centers and the fact that entry levels do require education but not college degrees.

There is a growing number of participants, and potential participants, that speak Russian and Hmong. Collaborators are investigating the potential of offering classes in other languages in addition to the two language options of English and Spanish. Currently, participants are recruited, enroll, take classes, and receive counseling in either monolingual English or monolingual Spanish.

# Florida: Public School Adopts a Preschool or Child Care Center

Adopt a Preschool Project

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## Overview

In Alachua County, the school board sponsors a variety of early care and education programs, including several Head Start grants, prekindergarten, Florida First Start, Chapter 1/Migrant Education, and Exceptional Student Education. From 1993 to 1998, the school board has had state funding for a collaborative partnership to enhance the quality of early care and education. This partnership includes a career development component and has the following goals:

- Establish an "Adopt a Preschool" project to enhance children's transition between early care and education settings and kindergarten. In this project, school district elementary schools "adopt" preschools or child care centers. Kindergarten teachers participate in training and share information with preschool providers, and preschool providers make on-site visits to kindergarten classrooms.
- Develop a professional development training model for preschool providers and kindergarten teachers by assessing training needs and providing joint workshops giving opportunities to share ideas and to create materials. Make videos on training that cover such topics as language development, guidance, and discipline available to providers, teachers, and parents.
- Provide preschool providers and kindergarten teachers with technical assistance and training on family-centered programming and assessing and meeting parents' needs.
- Assist preschool providers in utilizing community volunteers and college students in preschool centers.

## Funding

In 1991-92, the Florida Legislature allocated funds for three- or four-year collaborative training projects with the Florida Department of Education as the funding channel. Alachua County School Board has in place a model Family Services Center, which serves as a foundation for the training and technical assistance activities in the "Adopt a Preschool" project.

The collaborative partnership application requires grantees to demonstrate components of successful collaboration including:

- formalized partnership agreements;
- collaborative staff development;
- streamlined system of entry;
- outreach initiatives to increase access to services for families and children;
- sharing of funding sources;
- effective transition from early care and education settings to schools;

- use of validated information to enhance quality (i.e., national accreditation or Head Start Performance Standards); and
- inclusion of children with disabilities.

## Collaborators

- Child Care Resources
- Alachua County Schools (Head Start, prekindergarten, Even Start, Florida First Start, Chapter 1/Migrant Education, Exceptional Student Education)
- Alachua County Prekindergarten Interagency Council
- Local Training Coordinating Agency
- Florida Department of Human Resources (HRS)
- All the preschools (private and subsidized)
- University of Florida
- Santa Fe Community College

## Benefits and Outcomes

Some of the partnerships developed between preschools and public schools are continuing after the official funding ended. Preschools are invited to use the school library and check out books; there is some combining of children for field trips. Transitions are smoother now. Relationships that developed through the project make kindergarten teachers feel comfortable in contacting preschool providers to discuss how to work with children and families.

The project provided funds for many of the preschools to be accredited by the National Association for the Education of Young Children (NAEYC). Three centers have been accredited and are finished with the application process awaiting a response.

As a result of contact through the project, Head Start collaborated with Santa Fe Community College to develop a proposal for a CDA Training Facility grant, which will provide scholarships for preschool providers pursuing the CDA credential. There was also collaboration with Santa Fe for a mentoring program for early care and education providers.

## Challenges and Lessons Learned

The major barrier was the time and effort on the part of each elementary school to get the project coordinated with the preschools in their area. Some schools had difficulty recruiting public school teachers interested in doing it, but far more schools got involved enthusiastically and successfully.

Although the workshops were open for anyone to attend, all participants were working with children. The educational levels of the participants varied from people with four-year degrees to those newly entering the field. They all intermingled and shared with each other.

It can be a challenge to bring together two sets of institutions that usually don't communicate, but have a vital need to communicate. Persistence and support eventually conquered the differences.

A private preschool provider reflected the views of many participants, "We continue to benefit. Prior to this project they [public schools] had never asked for advice or help transitioning the children. Now we feel more a part of the children's educational life after they leave us."

# Montana: Bringing High Quality Entry- and Intermediate-Level Training to a Rural Area

Bi-Level Early Childhood Care and Education Practitioner Training

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## Overview

The state of Montana issued an RFP for a specialized training grant for the early childhood community. Prior to applying for the grant, the local CCR&R, Human Resources and Development Council's Child Care Link, and Head Start collaborated to prepare for a training project for the community, later bringing in the Hill County Health Department.

The goal was for parents, Head Start and child care providers, and community members to have increased access to intermediate-level early childhood training. Training participants had access to local training while obtaining their CDA credential and gaining college credit. Participants underwent six hours of training in each of the following subject areas: Fostering Resiliency in Children, Foundations of Child Development, and Observing and Recording Children's Behavior. Other content areas were Value-Based Curriculums and Prejudice and the Young Child. The training carried a fee of $10. One college credit was available for completing the 18-hour series as well as six renewal units (Continuing Education Units-CEUs).

'Bi-level' referred to the training design. The first level of training, the Nurturing Program, was geared for parents and those new to the field of early childhood. This was an entry-level class and was offered in a very flexible manner. Two Head Start teacher assistants were trained to be trainers in the Nurturing Program.

## Funding

Funding was provided by a State of Montana Department of Health and Human Services Specialized Training Grant, using CCDBG funds. The state commits funds for specialized training every year for one-year training projects. This project was for one year ending September 1997.

## Collaborators

There were three collaborating agencies:

- Human Resources and Development Council (HRDC)'s Child Care Link (the local CCR&R)
- Head Start (also under the HRDC umbrella)
- Hill County Health Department

## Benefits and Outcomes

The rural community has limited access to high caliber early childhood trainers, and this project brought their expertise to the community. A negotiation process was initiated with Montana State University, and training participants were able to obtain college credit, CEUs, and renewal units for completion of the three-part series.

Increased professionalism is one positive impact the project has had. Lori Evans of Child Care Link noted that, "Our community has not had a lot of college-level early childhood offerings. This was a real boost for everyone."

## Challenges and Lessons Learned

The training design took into account the scheduling needs of family child care providers. All the sessions were on Saturday. The Nurturing Program exceeded its goal of 80% enrollment.

## Texas: A Grassroots Effort to Coordinate Training, Pool Resources, and Stimulate a Dialogue about Early Childhood Needs

Connections for Early Childhood

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### Overview

A committee of early childhood professionals began a grassroots effort to improve CDA training in the area in 1995. The result is Connections for Early Childhood, a volunteer collaboration that is a grassroots effort to coordinate training, pool resources, and stimulate a dialogue about early childhood needs. The mission of the initiative is to enhance the cognitive, physical, emotional, and social development of young children through communication and coordination of training and services among public and private entities.

The initiative offers CDA preparation classes for all members of the early care and education community at no charge. The CDA training is open to anyone who is interested. Participants have included center-based and Head Start providers, registered family child care providers, and employees from Sheppard Air Force Base, which is mandated to have an NAEYC-accredited program. Early care and education providers in the community can get a partial scholarship through the Texas Workforce Commission (TWC) to pay for half of the CDA assessment fees (with the exception of Head Start and Sheppard Air Force Base providers, who receive financial assistance from their employers).

A collaboration with members representing Head Start, child care centers and registered family child care homes, agencies, public school early childhood, a public elementary school principal, the local junior college and four-year college, Sheppard Air Force Base, Region IX Educational Service Center, the local PTA president, and a child advocacy group is now working to create a career development system and establish a communitywide training and development process.

Connections for Early Childhood sponsored the first conference of this group in January 1998, with the major "players" paying for the trainers and/or providing training. Head Start, Abilene Christian University (ACU/CCT), and Region IX Educational Service Center paid for some trainers. Several agencies (TWC, Wichita Falls Independent School District, and Region IX Educational Service Center) provided free trainers, and others supplied the manpower to facilitate the day's activities (set-up, registration, room proctors, etc.). Local junior college child development students worked the registration table at the conference. The current Personnel Management class students are planning a miniconference of their own. Most of the core committee members are working on, or have recently earned, a CDA credential. This is a very positive professional growth opportunity for these early care and education providers.

A second quarter training—focused on "Behavior—Inside and Out" is planned for April, 1998. A local agency, Child Advocacy, is doing part of the training for free (including identification of abuse, ways to talk to children), and ACU/CCT is paying for one trainer (who will speak on sensory integration problems as a root cause for behavior problems). Future quarter trainings are planned. A brain information seminar will be sponsored by Connections for Early Childhood in March 1998, and other community leaders are planning to attend. The local district attorney, who is very interested in juvenile crime prevention, and the director of the local United Way, are just two of several community agency personnel who are interested.

### Funding

A "combined pot" of funding is critical to the success of this initiative. Funds from a Texas Workforce Commission block grant, Head Start, Region IX Educational Service Center, the public schools, and free donations of training and work time by the members of Connections for Early Childhood are all vital sources of support. The CDA training is primarily promoted by ACU/CCT and Head Start. However, several CDA recipients have been hired by the public schools as aides.

### Collaborators

- Wichita Falls Head Start
- NAEYC Week of the Young Child Committee
- Red River Day Home Association
- Abilene Christian University/Child Care Training
- Public School Principal
- Prekindergarten through 3rd grade Curriculum Director
- Early Childhood Coordinator from the Regional Service Center
- Texas Workforce Commission
- Vernon Regional Junior College
- Midwestern State University
- Child Advocacy Executive Director, local Workforce Board
- President, Wichita Falls Independent School District parent/teacher association
- Region IX Educational Service Center
- Children's Learning Center CCMS (Wichita Falls)
- Sheppard Air Force Base (child care facilities) — Chief, Family Member Support and Training and Curriculum Specialist
- A private preschool director
- The director of a major nonprofit child care center

### Benefits and Outcomes

In 1997, 35 early care and education providers of a group of 55 received CDA credentials, and 11 more of the group submitted their portfolios for assessment in March 1998. A strong sense of professionalism has developed in the early childhood community since so many providers are enrolled in the CDA program. Prior to this initiative, no early care and education providers outside of Head Start had a CDA credential.

Communication between agencies has improved, especially with the inclusion of the public school system, the Regional Service Center, and other agencies.

CDA candidates are utilizing their new skills and attitudes according to licensing representatives and others that have observed the providers over a period of time.

One private center has become accredited by NAEYC.

The first conference was such a success that the providers wanted to register for the April 1998 conference before the complete agenda was set and the official flyers were sent out.

## Challenges and Lessons Learned

In addition to entry-level training, a need for intermediate and higher level learning was identified for those who obtained CDA credentials and other early care and education providers in the community. The quarterly seminars/conferences are designed to meet this need.

Funding for space and trainers' fees/expenses is an ongoing concern.

Some of the major collaborators will eventually leave, and the question of continued funding sources is seen as a challenge. However, the involvement of the public schools, the local air force base, and the Regional IX Educational Service Center is expected to extend the initiative and contribute to a long-lasting collaboration.

## Washington: Training for Family Child Care Providers Serving Head Start and Other Children

**Puget Sound Educational Service District, Head Start Family Child Care**

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### Overview

The Puget Sound Educational Service District operates a Head Start program providing Head Start services in family child care settings where the providers serve both Head Start and non Head Start children. It was designed for parents who, due to work or school schedules, need full-day services. An extensive screening process is used to select providers. First, a specific geographic area was targeted. Next, an assessment of the family child care homes was conducted and resource materials were offered.

There is a strong, ongoing training component where Puget Sound Head Start works with family child care providers to meet Head Start standards in the educational program for the children. Providers create lesson plans and make home visits.

The goal of the training component is to prepare providers to offer quality care for families that need full-time care and to meet Head Start standards. Participating providers are required to complete the CDA credential, which is paid for by Puget Sound Head Start. Training beyond the CDA credential is encouraged by a $350 per year allocation to be used for continued education.

### Funding

The program started as a three-year demonstration grant that was funded by Head Start. There were defined areas that were targeted as pilot sites for welfare reform.

### Collaborators

The Advisory Board includes:

- Community groups
- Center-based providers
- King County Child Care Agency
- Child Care Resources (the local CCR&R)
- The Department of Social and Health Services (the licensing agency)
- The Family Child Care Association

### Benefits and Outcomes

All the family child care providers in the program have a CDA credential. This benefits the Head Start children as well as the non Head Start children in their care. In addition, it has benefited the providers. Many started the program with no formal education. Now they have their CDA and a boost to their confidence. Some are conducting workshops now.

There has been an increase in quality. Each year, every site is assessed and there are plans to create a data base to document the improvements from year to year.

Most family child care providers, being independent businesses, do not enjoy the same amount of training and the financial support for training that these providers can access.

As a result of the monthly training offered and attended by the providers, a support network has formed which has reduced the feelings of isolation often felt by child care home providers.

### Challenges and Lessons Learned

Tracking individuals' continuing education was a problem until a system was created that tracks the training that has been completed.

It is often difficult to get substitutes for the providers to attend training even though the agency pays for the substitutes.

# 5

# *Appendix*

# Appendix A: Elements and Advantages of Early Childhood Professional Development Systems

# Appendix A: Elements and Advantages of Early Childhood Professional Development Systems

Early childhood professional development systems vary from state to state. But effective initiatives embody similar key principles, which include the following:

- The initiative is designed to serve teachers, supervisors, directors, providers, and staff in all early childhood learning environments – schools, child care centers, Head Start programs, family child care homes, parent education and support programs – in a single, coordinated system.

- A core body of knowledge for early childhood practitioners in all settings guides decision-making regarding the content and funding of training for teachers and providers in a wide range of settings. (While the training curricula or approach may vary based on the type of program and/or staff members, basic content areas are the same.) Special emphasis is placed on enhancing the ability to teach all of America's children, including children from diverse cultures and families as well as those who have special needs.

- A sequential system of teacher preparation and continuing staff development is established. That is, all training opportunities build on one another and lead to a portable early childhood degree or credential. Training for different jobs (e.g., teacher, director, family worker) and skill levels (e.g., entry, continuing, and master-level training) is included in the system.

- Increased knowledge and competence are rewarded by linking training and compensation.

- A quality control system is established (e.g., training approval/trainer approval process, or a set of training standards, similar to the process that is currently used for continuing education units in many states).

- A system for assessing training needs, and offering training based on those needs, is established.

- Systems for making information about training — and the training itself — easily accessible to the full range of teachers, supervisors, directors, and staff are established.

A systems approach to professional learning benefits everyone. Coordinated training is not only cost-effective, but can promote new career options for practitioners and serve as an important catalyst for systems change. Successfully implemented career development systems address:

- Quality — improved quality of programs, content of professional training, training appropriate to the practitioner's level and role.

- Diversity — ensuring that people from diverse racial, ethnic, and linguistic groups have full access to the training and support that will enable them to move into any role in the early childhood field.

- Access — to both professional training and jobs in the field.

- Reality-based — recognizing that the large number of caregivers needed to keep the low ratios important for young children necessitate that the early childhood labor force will include, at any point in time, early childhood professionals at varying points in their own career development — from those with limited education to those with degrees.

- Increased compensation — offering higher salaries which are linked to increased qualifications and decreased staff turnover.

- Equal opportunity — providing the possibility of increased salaries and status to all practitioners who are willing to pursue their own career development.

- Leadership development — opportunities at all levels for individuals to develop their leadership skills in all roles.

# Appendix B: A Brief Overview of Professional Development Milestones in the Early Childhood Field

# Appendix B: A Brief Overview of Professional Development Milestones in the Early Childhood Field

## Head Start

**1960's/Early 1970's**—Bureau funds Regional and State Training Offices at colleges, community agencies, and training organizations to respond to the needs of designated "caseloads" of Head Start programs.

**1971**—The Child Development Associate credential (CDA) is created. Head Start agencies are expected to use at least part of their training funds to support staff members in completing the necessary training to earn the credential. Head Start programs typically paid, and still pay, the fees for the assessment process that leads to the award of the CDA.

**Late 1970's**—Resource Access Project (RAP), a network of 12 regional centers organized to provide training/technical assistance to Head Start programs on issues relating to providing services to children with special needs and their parents, is created.

**1970's/Early 1980's**—Training/program support functions are divided among a range of organizations. Many colleges nationwide are contracted to provide training to prepare Head Start staff to be assessed for the CDA and to take additional college courses known as Head Start Supplementary Training (HSST). Other agencies and organizations are selected to provide consultation and program development services – technical assistance or TA – directly to individual Head Start programs to help them meet Head Start Performance Standards or respond to new Head Start mandates in any of the specific component areas (i.e., health/mental health, social services, special needs, and parent involvement).

## The Early Childhood Career Development Movement

**1989** – The National Child Care Staffing Study finds that a practitioner's level of education directly affects the behavior s/he displays working with children. Turnover in the field is high, staff salaries are low, and both factors decrease the quality of care.

**1989** – Delaware, through its initiative Delaware First...Again, convenes the first planning process to create a comprehensive statewide career development system.

**1990** – Private national foundations begin to see early childhood training as a way to improve quality care, prioritizing it on their funding agendas. Carnegie Corporation of New York and Rockefeller Brothers Fund host a meeting to explore, and develop strategies to create, the components of a comprehensive early care and education training system.

**1991** – Through the Child Care Development Block Grant (CCDBG), the federal government makes funds available for: quality improvements, including licensing and monitoring; child care resource and referral; and training and salary enhancement. Many states use funds to finance career development initiatives.

**1991** – NAEYC launches the National Institute for Early Childhood Professional Development to set standards, review programs, provide leadership development opportunities, and promote information sharing through conferences and publications.

**1991** – The Center for Career Development in Early Care and Education is established at Wheelock College. The Center conducts the first national study of training and career

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**1981**—The Head Start Bureau establishes the CDA as a benchmark credential for the program by mandating that each Head Start program was required to work toward and achieve the goal of having "a CDA in every classroom."

**Mid-1980's**—Statewide training centers give way to a regional network known as the Resource Centers, with one center to serve each of the 12 regions and a national Resource Center for national level training and technical assistance needs.

**1990**—Collaborations with other members of the community lead to the establishment of Head Start Collaboration Projects that have expanded in waves until today, when every state has this link to develop partnerships and build Head Start's role in planning for the future.

**1992**—Technical Assistance Support Centers (TASC's) are established and designed to work closely with the Regional Offices to provide on-site consultation for Head Start grantees most in need of training and technical assistance.

**1993**—Federal government renews its commitment to Head Start, and to furthering its goals for young children and their families, in its report, *Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion.* The Bureau enters new areas of commitment and effort: services for infants and toddlers, which have now taken shape as Early Head Start; and further collaborations with other community partners including other early care and education programs.

**FY 1998** – The Quality Improvement Centers (QIC) are funded as the current training and technical assistance system (this model is outlined in Appendix D).

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development in early care and education and begins work to improve the quality of child care by helping states build comprehensive career development systems.

**1993** – The National Black Child Development Institute (NBCDI) finds that African Americans in the field are disproportionately found in low-paying, low status jobs. NBCDI launches a project to increase the number of African American leaders.

**1994** – The National Center for the Early Childhood Workforce – formerly The Child Care Employee Project – is established to improve child care quality by upgrading the compensation and training of child care practitioners.

**1990's** – A large-scale training program and The Family Child Care Accreditation Project are launched to address the professional development needs of family child care providers. Two projects – Making the Most of Out-of-School Time (MOST) and a new national school-age care accreditation – are launched to address the needs of school-age care providers.

**Mid to Late 1990's** – Groups in more than 40 states are working to make clearer pathways to training and career development. Work on coordinating the financing of training in order to maximize training dollars is spreading. Studies continue to reinforce the importance of training for practitioners and reveal that wages are still low (i.e., *Cost, Quality, and Child Outcomes in Child Care Centers*). States begin to confront the challenge of creating programs to prepare former welfare recipients for careers in the early childhood field.

**Late 1990's**—Initiatives out of the White House are giving visibility to provider training, recognition, and compensation. New reports continue to make policy recommendations and demonstrate the link between improved quality of programs for children and families and provider training (e.g., *NAEYC Accreditation as a Strategy for Improving Child Care Quality, Florida Child Care Quality Improvement Study, Not by Chance: Creating an Early Care and Education System for America's Children*).

# Appendix C: Advisory Group Members

# Appendix C: Advisory Group Members

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# Appendix D: The Head Start Bureau Training and Technical Assistance Network

# Appendix D: The Head Start Bureau Training and Technical Assistance Network

The Administration for Children and Families, Head Start Bureau funds 28 Quality Improvement Centers (QICs) to provide training and technical assistance (T/TA) to local Head Start programs. These 28 QICs form the backbone of the Head Start T/TA system and reflect the Head Start Bureau's national commitment to quality improvement, local capacity-building, and ongoing evaluation.

The 28 QICs form a regionally-based system, whose common purpose is to support local Head Start programs in providing high quality and effective services to children and families, and to support national emerging priorities such as child care partnerships, Early Head Start, expansion, and welfare reform.

Sixteen of these Cooperative Agreements focus on program service areas of Early Childhood Development and Health, Family and Community Partnerships, Program Design and Management including program governance, facilities, transportation and technology. The other 12 QICs offer Disabilities Services training and technical assistance across all program service areas.

An emphasis on partnership and flexibility has been built into the operation of the QICs. The Head Start Bureau, ACF Regional Offices, QICs, and local programs are viewed as partners in the effort to provide T/TA that increases program quality. The QICs have the needed flexibility to accommodate the new partnership model of leadership. The QICs can respond quickly to new or emerging issues whether such issues be identified at the Federal, regional, or local level.

Also, central to this system is an approach to T/TA based on an ongoing four phase cycle of activity that includes needs assessment, strategic planning, implementation, and evaluation.

For further information please contact the Head Start Bureau T/TA Branch, your ACF Regional Office, or the QIC in your region.

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## Quality Improvement Centers (QICs)

| Region/States | Agency | Project Director |
|---|---|---|
| **Region I**<br>**Connecticut**<br>**Maine**<br>**Massachusetts**<br>**New Hampshire**<br>**Rhode Island**<br>**Vermont** | Educational Development<br>Center, Inc.<br>55 Chapel Street<br>Newton, MA 02158-1060 | Sheila Skiffington<br>617/969-7100, ext. 2347<br>617/969-3400 fax<br>email: sheilas@edc.org |
| | Disabilities Services:<br>Educational Development<br>Center, Inc.<br>55 Chapel Street<br>Newton, MA 02158-1060 | Philip Printz<br>617/969-7100, ext 2349<br>617/969-3400 fax<br>email: pprintz@edc.org |
| **Region II**<br>**a.**<br>**New Jersey**<br>**New York** | a. New York University<br>School of Education<br>One Washington Place<br>New York, NY 10003 | Patricia M. Hall<br>212/998-5550<br>212/995-3458 fax<br>email:hallp@is2.nyu.edu |
| **b.**<br>**Puerto Rico/Virgin Islands** | b. Development<br>Associates, Inc.<br>Puerto Rico/Virgin Islands<br>P.O. Box 3968<br>Guaynabo, PR 00970-3968 | Gloria de-Llovio Dominguez<br>787/281-0125/0100<br>787/281-0120 fax<br>email: DAHSTASC@TLD.NET |
| | Disabilities Services:<br>New York University<br>School of Education<br>726 Broadway, 5th floor<br>New York, NY 10003 | Dianne Heller<br>212/998-5528<br>212/995-4562 fax<br>email: heller@is4nyu.edu |
| **Region III**<br>**Delaware**<br>**District of Columbia**<br>**Maryland**<br>**Pennsylvania**<br>**Virginia**<br>**West Virginia** | University of Maryland<br>University College<br>University Boulevard at<br>Adelphi Road<br>College Park, MD 20742-1630 | Madhavi Parikh<br>301/985-7990<br>800/688-1675<br>301/985-7980 fax<br>email: parim@hsrtc.umuc.edu |
| | Disabilities Services:<br>Child Development<br>Resources<br>P.O. Box 280<br>Norge, VA 23127-0280 | Corinne Garland<br>757/566-3300<br>757/566-8977 fax<br>email: cdrrap3@gc.net |
| | Satellite Office:<br>Children's Hospital and the<br>UCLID Center<br>University of Pittsburgh<br>3705 Fifth Avenue at<br>Desoto Street<br>Pittsburgh, PA 15123-2583 | Stephen J. Bagnato<br>412/692-6520<br>412/692-5679 fax<br>email: stephen-bagnato@poplar.chp.edu |

## Quality Improvement Centers (QICs)

| Region/States | Agency | Project Director |
|---|---|---|
| **Region III (continued)**<br>**Delaware**<br>**District of Columbia**<br>**Maryland**<br>**Pennsylvania**<br>**Virginia**<br>**West Virginia** | Subcontract:<br>Georgetown University Child Development Center<br>3307 M Street, SW, 4th floor<br>Washington DC 20007-3935 | Kris Hansen<br>202/687-5107<br>202/687-8899 fax<br>email: khansen@medlib.iaims.georgetown.edu |
| **Region IV**<br>**a.**<br>**Kentucky**<br>**North Carolina**<br>**South Carolina**<br>**Tennessee** | a. Western Kentucky University<br>Training and Technical Assistance Services<br>Room 344, Tate C. Page Hall<br>1526 Russellville Road<br>Bowling Green, KY 42101 | Colleen B. Mendel<br>502/745-4041<br>502/745-3340 fax<br>email: Colleen.Mendel@WKU.EDU |
| **b.**<br>**Alabama**<br>**Florida**<br>**Georgia**<br>**Mississippi** | b. Western Kentucky University<br>Training and Technical Assistance Services<br>Room 344, Tate C. Page Hall<br>1526 Russelville Road<br>Bowling Green, KY 42101 | Marce Verzaro-O'Brien<br>305/289-2034<br>800/882-7482<br>305/289-0337 fax<br>email: mvobrien@aol.com |
| | Disabilities Services:<br>Chapel Hill Training-Outreach Project<br>800 Eastowne Drive, Suite 15<br>Chapel Hill, NC 27514 | Brenda Bowen<br>919/490-5577, ext. 224<br>800/473-1727<br>919/490-4905 fax<br>email: bbowen@intrex.net |
| **Region V**<br>**a.**<br>**Michigan**<br>**Minnesota**<br>**Wisconsin** | a. Cooperative Educational Service Agency #5<br>626 East Slifer Street<br>Portage, WI 53901 | Julia Herwig<br>608/742-8814, ext. 267<br>608/742-2384 fax<br>email: herwigj@cesa5.k12.wi.us |
| **b.**<br>**Illinois**<br>**Indiana**<br>**Ohio** | b. The Ohio State University<br>Center for Special Needs Populations, Suite 440<br>700 Ackerman Road<br>Columbus, OH 43202-1559 | Dennis Sykes<br>614/447-0844, ext. 133<br>614/447-9043 fax<br>email: sykes.3@osu.edu |
| | Disabilities Services:<br>University of Illinois<br>Dept. of Special Education<br>139 Children's Research Ctr.<br>51 Gerty Drive<br>Champaign, IL 61820 | Dawn Thomas<br>217/333-3876<br>217/244-7732 fax<br>email: dthomas@uiuc.edu |

## Quality Improvement Centers (QICs)

| Region/States | Agency | Project Director |
|---|---|---|
| **Region VI** | | |
| **a.**<br>**Arkansas**<br>**Louisiana**<br>**Oklahoma** | a. Basic Health Management<br>Lafayette Building, Suite 303<br>523 South Louisiana<br>Little Rock, AR 72201 | Linda Reasoner<br>501/370-9155<br>501/370-9158 fax<br>email: BHMlinda@aol.com |
| **b.**<br>**New Mexico**<br>**Texas** | b. Texas Tech. University<br>Institute for Child and Family Studies<br>College of Human Sciences, Room 167<br>Box 41162<br>Lubbock, TX 79409-1162 | James Mitchell<br>806/742-3296<br>806/742-0508 fax<br>email: icfs.worldnet.att.net |
| | Disabilities Services:<br>University of Arkansas UAP<br>501 Woodlane, Suite 210<br>Little Rock, AR 72202 | Judith Holt<br>800/831-4827<br>501/682-9901 fax<br>email: HoltJuditha @exchange.uams.edu |
| **Region VII** | | |
| **Iowa**<br>**Kansas**<br>**Missouri**<br>**Nebraska** | Community Development Institute<br>6616 Raytown Road, Suite C<br>Raytown, MO 64133 | Donna McDaniel<br>816/356-5373<br>816/356-2818 fax<br>email: CDITASC7@aol.com or DRSMCD@aol.com |
| | Disabilities Services:<br>University of Kansas Medical Center<br>KUMC CDU G001<br>3901 Rainbow Boulevard<br>Kansas City, KS 66160-7339 | Barbara Lawrence<br>913/588-5960<br>913/588-5920 fax<br>email: rapusers@kumc.edu |
| **Region VIII** | | |
| **Colorado**<br>**Montana**<br>**North Dakota**<br>**South Dakota**<br>**Utah**<br>**Wyoming** | Community Development Institute<br>445 Union Boulevard, Suite 230<br>Lakewood, CO 80228 | Deborah Hinrichs<br>303/989-5929<br>303/986-5806 fax<br>email: Debhinrich @aol.com or CDI8QIC@aol.com |
| | Disabilities Services:<br>Utah State University<br>SKI.HI Institute<br>6582 University Boulevard<br>Logan, UT 84322-6582 | Don Barringer<br>435/797-0988<br>888/523-5127<br>435/797-0983 fax<br>email: dsqic@cc.usu.edu |

## Quality Improvement Centers (QICs)

| Region/States | Agency | Project Director |
|---|---|---|
| **Region IX**<br>**American Samoa**<br>**Arizona**<br>**California**<br>**Guam**<br>**Hawaii**<br>**Nevada**<br>**Trust Territory of Pacific Island** | Development Associates<br>1475 North Broadway, Suite 200<br>Walnut Creek, CA 94596<br>Satellite Office | Monica Scott Green<br>925/935-9711<br>800/666-9711<br>925/935-0413 fax<br>email: qic9@devassoc.com |
| | Disabililties Services:<br>California Institute of Human Services<br>Sonoma State University<br>1801 East Cotati Avenue<br>Rohnert Park, CA 94928 | Mary Ann Walker<br>805/484-7808<br>800/625-7649<br>805/383-6973 fax<br>email: MAWALKER@VCSS.K12.CA.US<br>Web: http://www.sonoma.edu/cihs/ |
| **Region X**<br>**Alaska**<br>**Idaho**<br>**Oregon**<br>**Washington** | Early Childhood Training Center<br>Portland State University<br>P.O. Box 1491<br>1633 SW Park Avenue<br>Portland, OR 97207 | Carillon J. Olmsted<br>503/725-4815<br>503/725-4838<br>email: CARI@ses.pdx.edu |
| | Sub-Grant:<br>Alaska Satellite Support Center<br>Prevention Associates<br>101 East 9th Avenue, Suite 7A<br>Anchorage, AK 99501 | Sally Mead<br>907/272-6925<br>907/272-6946 fax<br>email: smead@alaska.net |
| | Disabilities Services:<br>Early Childhood Training Center<br>Portland State University<br>P.O. Box 1491<br>1633 SW Park Avenue<br>Portland, OR 97207 | Leslie Munson<br>503/725-4815<br>503/725-4838<br>email: munsonL@ses.pdx.edu |
| **Region XI** | University of Oklahoma<br>American Indian Institute<br>555 Constitution Street, Suite 237<br>Norman, OK 73019 | Anita Chisholm<br>405/325-4127<br>405/325-7757 fax<br>email: achisol@cce.occe.ou.edu |
| | Disabilities Services:<br>Three Feathers Associates<br>1808 Newton Drive<br>P.O. Box 5508<br>Norman, OK 73070 | Euel Pitman<br>405/360-2919<br>405/360-3069 fax<br>email: tfal@netcom.com |

## Quality Improvement Centers (QICs)

| Region/States | Agency | Project Director |
|---|---|---|
| **Region XII** | Academy for Educational Development<br>1255 23rd Street, NW<br>4th floor<br>Washington, DC 20037 | Leiiani Pennel<br>202/884-8729<br>202/884-8732 fax<br>email: Lpennel@aed.org |
| | Disabilities Services:<br>Academy for Educational Development<br>1255 23rd Street, NW,<br>Suite 400<br>Washington, DC 20037 | Eleanor Romero<br>202/884-8943<br>888/271-4592 fax<br>email: eromero@aed.org |
| **Region XI** | Indian Health Service Headquarters West<br>Head Start IHS Program<br>5300 Homestead Road, NE<br>Albuquerque, NM 87110 | Cheryl Wilson<br>505/248-4231<br>505/248-4257 fax<br>email: cheryl@smtp.ihs.gov |

# Appendix E: Nominations Received

# Appendix E: Nominations Received

| Initiative Name | Agency Name | State |
|---|---|---|
| 1. West Campus Technical Center | Fayetteville Public Schools | AR |
| 2. | Arizona Head Start Collaboration Office | AZ |
| 3. | Pinal-Gila Community Child Services | AZ |
| 4. South Mountain Community College<br>Chandler-Gilbert Community College<br>Central Arizona College | Maricopa County Head Start | AZ |
| 5. | EOC of San Luis Obispo Migrant Head Start | CA |
| 6. | Sacramento Employment and Training Head Start | CA |
| 7. Santa Clara Head Start Teaching Center | Center for Employment Training & Santa Clara County Office of Education | CA |
| 8. Head Start on Science | Long Beach Head Start, California State University | CA |
| 9. Workplace Learning—Community College of Denver | Clayton Foundation Head Start | CO |
| 10. Accreditation Facilitation Project | CT Head Start Collaboration Office | CT |
| 11. Connecticut Charts a Course | CT Head Start Collaboration Office | CT |
| 12. D.C. Professional Development Continuum | D.C. Head Start Collaboration Office | DC |
| 13. Adopt a Preschool Project | Alachua County Schools; Fearnside Family Services Center | FL |
| 14. Early Childhood Conference | Central Florida Community College and Childhood Development Services | FL |
| 15. Collaborative Training Project | Polk Co. Schools, Early Childhood Resources, Head Start | FL |
| 16. DeKalb County Early Head Start Network | Child Care Support Center | GA |

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| Initiative Name | Agency Name | State |
|---|---|---|
| 17. CDA Articulation Project | Georgia HS Collaboration Office<br>Georgia Dept. of Education | GA |
| 18. Annual Child Development Associate Training Program | Concerted Services, Inc. | GA |
| 19. P.A.C.E (Professional and Career Education) | Hawaii Community College | HI |
| 20. Head Start Development and Program Management Academic Certificate | ON TRAC Teaching Center, South Central Head Start | ID |
| 21. Head Start Career Development Project | Chicago Dept. of Human Services | IL |
| 22. Home Base Facts | Wabash Area Development, Inc. | IL |
| 23. Transfer and Project Continuity | Community Unit School District #300 | IL |
| 24. Head Start Emergent Literacy Training | Wabash Valley Human Services | IN |
| 25. Professional Development Initiative | Kansas Dept. of Social and Rehabilitation Services | KS |
| 26. Joint Training with Child Care on Fathers | Clay County Head Start | KS |
| 27. Kansas Head Start Collaboration Interactive TV | Project EAGLE Early Head Start Program | KS |
| 28. Head Start Collaboration Team | Department of Social Rehabilitation Child Care Unit | KS |
| 29. Healthy Start | The Heartland Program | KS |
| 30. Joint Training on Early Childhood – Special Needs Children | Northwest Kansas Educational Service Center | KS |
| 31. | Associated Colleges of Central Kansas | KS |
| 32. Children's Oral Health Care | Kansas Dept. of Health and Environment | KS |
| 33. CDA Training and Record Keeping | Kansas Child Care Training Opportunities (KCCTO) | KS |
| 34. Special Educators and Head Start Training | Kansas Inservice Training System (KITS) | KS |

| Initiative Name | Agency Name | State |
|---|---|---|
| 35. Project Reach Higher | Kentucky Dept. of Social Insurance and Western Kentucky Univ. Head Start | KY |
| 36. Infant Toddler Professional Project | Excellence for Children | LA |
| 37. Early Childhood Education Technical Training Project | Louisiana Technical College – Delta-Ouchita | LA |
| 38. Child Care Career Development Project | Northwestern State University Laboratory School | LA |
| 39. | Springfield Day Nursery | MA |
| 40. Head Start Plus | MOC Child Care and Head Start Services | MA |
| 41. Lawrence, Methuen, Andover, and North Andover Community Partnerships for Children | Greater Lawrence Community Action Council, Inc./Greater Lawrence Community Partnerships for Children Program | MA |
| 42. Community Partnership for Needham, Arlington, Belmont, Newton/Wellesley, Watertown, Burlington, and Lexington | Communities United, Inc. | MA |
| 43. Plymouth Community Partnership | South Shore Head Start | MA |
| 44. Early Childhood Council | CDF/North Shore Head Start | MA |
| 45. Michigan Collaborative Early Childhood Conference | Michigan Dept. of Education, Early Childhood Unit | MI |
| 46. Early Head Start Staff Development | Merrill-Palmer Institute | MI |
| 47. | Baraga Houghton Keewenau Child Development Board | MI |
| 48. Institute for Early Childhood Professional Development | MNAEYC | MN |
| 49. Forum For Early Childhood Organization and Leadership Development | Univ. of Missouri-Kansas City; Henry W. Bloch School of Business and Public Adminstration | MO |
| 50. BRIDGES: Bring Resources Inclusion Developmentally Appropriate Gains to Every Child in Mississippi | MS Depts. of Education, Health, Family Literacy, Mental Retardation, Mental Health, Head Start. . . | MS |
| 51. | ICS Head Start | MS |

| Initiative Name | Agency Name | State |
|---|---|---|
| 52. Bi-Level Early Child Care and Education Practitioner Training | Child Care Link | MT |
| 53. Region VIII Head Start Montana Early Childhood Conference | Montana Head Start programs | MT |
| 54. Early Childhood Project | Montana State University | MT |
| 55. T.E.A.C.H. Early Childhood® Project | Day Care Services Assoc./T.E.A.C.H. Early Childhood® Project | NC |
| 56. Macon Program for Progress New Horizons Training Center | Macon Program for Progress Head Start | NC |
| 57. Early Childhood Care and Education Regional Training Project | Lincoln Public Schools Head Start, Early Childhood Special Education, Even Start, Title 1 | NE |
| 58. Mid-Plains, South Central, and South West Early Childhood Education Coalition | Mid-Nebraska Community Services Head Start | NE |
| 59. Taos Community Professional Development Committee | Taos Pueblo Head Start | NM |
| 60. Professional Development Project | El Grito Head Start | NM |
| 61. Western New Mexico Early Childhood Training Coalition | Pueblo of Laguna, Division of Early Childhood | NM |
| 62. New York State Early Childhood Career Development Initiative | New York State Child Care Coordinating Council | NY |
| 63. Washington County Partners in Change | Washington County Child Care Programs | NY |
| 64. Arlitt Center on Child and Family Research | University of Cincinnati | OH |
| 65. Early Childhood Mini Conference | Child Focus, Inc., Clermont Co. Head Start, 4C | OH |
| 66. | Greater Cleveland Neighborhood Centers Assoc. | OH |
| 67. High Scope Curriculum Training | EOPA of Greater Toledo | OH |
| 68. | Ohio Head Start Association | OH |

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| Initiative Name | Agency Name | State |
|---|---|---|
| 69. Winning Teams Project for Young Children: Parents and Professionals Learning Together through Technology | Rise, Inc. | OH |
| 70. Child Care Technology Associates Degree | Hamilton Co. Educational Service Center Head Start | OH |
| 71. | Big Five Community Services | OK |
| 72. Oklahoma Early Childhood Career Development 2000: Weaving a Vision for the Training and Education of the Early Childhood Profession | Early Childhood Professional Development Team (collaboration of various agency representatives and individuals) | OK |
| 73. Forging the Link | Oregon Head Start Collaboration Office | OR |
| 74. Jackson & Josephine Co. Task Forces | Community Strategy Team/Child Care Task Force | OR |
| 75. Forging the Link in Harney Co. | Harney Co. Education Service District | OR |
| 76. Linn-Benton Forging the Link | Healthy Start of Linn County | OR |
| 77. Forging the Link Community Strategy Team | Tillamook Co. Commission on Children & Families | OR |
| 78. Forging the Link Community Strategy Team | Springfield/Marcola Family Resource Center | OR |
| 79. Wallowa County Community Strategy Team/Forging the Link | Wallowa Co. Commission on Children and Families | OR |
| 80. Pittsburgh Child Care Institute | Allegheny Intermediate Unit Head Start | PA |
| 81. Susquehanna Children's Center | Snyder Union Mifflin (SUM Inc.) Head Start | PA |
| 82. Indian Health Services/Head Start Training Seminar | IHS, American Indian Programs Branch Head Start | SD |
| 83. South Dakota Infant Toddler Child Care Initiative | South Dakota Dept. of Social Services-Office of Child Care Services | SD |
| 84. Sweetwater Child Care Training Coalition | People for Progress, Inc. | TX |
| 85. Amarillo Child Care Training Coalition | Children's Learning Centers/Child Care Management Services | TX |

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| Initiative Name | Agency Name | State |
|---|---|---|
| 86. Connections for Early Childhood | Texas Workforce Commission | TX |
| 87. Texas Head Start State Collaboration Project Office | Texas Head Start State Collaboration Project Office housed at Charles A. Dana Center at the Univ. of Texas, Austin | TX |
| 88. Professional Preparation and Career Development Committee | Vermont Child Care Services Division, VT Head Start Collaboration Office, VT Dept. of Education | VT |
| 89. Family Advocate – PEDAL Project | Heritage College – Social Services Dept. | WA |
| 90. Washington State Early Childhood and School-Age Training Collaboration | Washington AEYC, Washington School-Age Care Alliance, Head Start, ECE and Assistance Program | WA |
| 91. Head Start Family Child Care | Puget Sound Educational Service District | WA |
| 92. Washington State Child Care Coordinating Council, Professional Development Subcommittee | DSHS Office of Child Care Policy | WA |
| 93. West Virginia Apprenticeship for Child Development Specialist Program | River Valley Child Development Services | WV |
| 94. Early Childhood Conference | University of Wisconsin – Oshkosh, Head Start, Child Care | WI |

# Appendix F: State-by-State Contacts for Head Start Collaboration Offices and State Career Development Initiatives

# Appendix F: State-by-State Contacts for Head Start Collaboration Offices and State Career Development Initiatives

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